



Cornell University

Announcements

New York State
College of
Human Ecology

1971-72

A Statutory College of the State University,
At Cornell University, Ithaca, New York

Cornell University

New York State
College of
Human Ecology

1971-72

A Statutory College of the State University,
At Cornell University, Ithaca, New York

CORNELL UNIVERSITY ANNOUNCEMENTS

Volume 63 of the Cornell University Announcements consists of twenty-three catalogs, of which this is number 5, dated April 22, 1971. Publication dates: twenty-three times a year (four times in August and October; three times in March and November; twice in July and September; once in January, April, May, June, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

Cornell Academic Calendar

1971-72*

Registration, new students	Th, Sept. 2
Registration, continuing and rejoining students	F, Sept. 3
Fall term instruction begins, 7:30 a.m.	M, Sept. 6
Thanksgiving recess:	
Instruction suspended, 1:10 p.m.	W, Nov. 24
Instruction resumed, 7:30 a.m.	M, Nov. 29
Fall term instruction ends, 1:10 p.m.	S, Dec. 11
Independent study period begins, 2:00 p.m.	S, Dec. 11
Final examinations begin	Th, Dec. 16
Final examinations end	Th, Dec. 23
Christmas recess and intersession	
Registration, new students	Th, Jan. 20
Registration, continuing and rejoining students	F, Jan. 21
Spring term instruction begins, 7:30 a.m.	M, Jan. 24
Spring recess:	
Instruction suspended, 1:10 p.m.	S, Mar. 18
Instruction resumed, 7:30 a.m.	M, Mar. 27
Spring term instruction ends, 1:10 p.m.	S, May 6
Independent study period begins, 2:00 p.m.	S, May 6
Final examinations begin	M, May 15
Final examinations end	M, May 22
Commencement Day	F, May 26

* The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.



Contents

3	ACADEMIC CALENDAR
7	FACULTY AND STAFF
13	COLLEGE OF HUMAN ECOLOGY
14	UNDERGRADUATE PROGRAM
15	Admission
21	Expenses
23	Requirements for the B.S. Degree
26	Academic Honors
27	ACADEMIC SERVICES
27	Career Planning and Placement
28	Professional Opportunities
30	Special Programs
32	PROCEDURES AND REGULATIONS
33	Registration
34	Grades
35	Leave of Absence
35	Study in Absentia
35	Summer Study Credit
36	GRADUATE STUDY
39	LIVING ARRANGEMENTS
40	HEALTH SERVICES AND MEDICAL CARE
41	SCHOLARSHIPS AND OTHER AID
51	DESCRIPTION OF COURSES
51	Interdepartmental Courses
52	Academic Services
52	Community Service Education
57	Consumer Economics and Public Policy
63	Design and Environmental Analysis
75	Human Development and Family Studies
87	Human Nutrition and Food
94	Physical Education
95	LIST OF DEPARTMENTS AND COURSES
99	GENERAL INDEX
100	ANNOUNCEMENTS, LIST OF

The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.

Trustees and Council

Cornell University Board of Trustees

Robert W. Purcell, Chairman
Jansen Noyes, Jr., Vice Chairman

Morton Adams*
Walter G. Barlow
Urie Bronfenbrenner
J. Robert Buchanan
Patricia J. Carry
Hays Clark
Constance E. Cook
Raymond R. Corbett
Ezra Cornell
Edmund T. Cranch
W. David Curtiss
Arthur H. Dean
Perry B. Duryea, Jr.*
Charles E. Dykes
Meredith C. Gourdine
H. Victor Grohmann
Jerome H. Holland
Belton K. Johnson
Herbert F. Johnson
Samuel C. Johnson
Joseph P. King
Austin H. Kiplinger
Louis L. Levine*

J. Preston Levis
Sol M. Linowitz
E. Howard Molisani
Neal L. Moylan*
Ewald B. Nyquist*
Spencer T. Olin
David Pollak
William R. Robertson
Nelson A. Rockefeller*
Adele L. Rogers
Alfred M. Saperston
Dudley N. Schoales
Jacob Sheinkman
Charles T. Stewart
Charles E. Treman, Jr.
Harold D. Uris
Gilbert H. Wehmann
Charles M. Werly
Don J. Wickham*
Bruce W. Widger
Phillip Will, Jr.
Malcolm Wilson*

Dale R. Corson,
President of Cornell University*

* Trustee ex officio.

Trustees, State University of New York

Elizabeth L. Moore, Chairman
James J. Warren, Vice Chairman

Warren W. Clute, Jr.
Charles R. Diebold
Manly Fleischmann
George L. Hinman
John L. S. Holloman, Jr.
Morris Iushewitz
Hugh R. Jones
Clifton W. Phalen

Margaret T. Quackenbush
John A. Roosevelt
Oren Root
Roger J. Sinnott
Don J. Wickham
Ernest L. Boyer,
Chancellor of the State University
Harry W. Porter, Provost
Martha J. Downey,
Secretary of the University

Council, New York State College of Human Ecology

Helen H. Lamale, Chairman
Audrose Mackel Banks
H. Douglas Barclay
Alexander Chananau
George Chesbro
Sally M. Cole
Constance E. Cook
Catherine Cowell
Jane Creel
Frances Dew
Rita Dubois
Charles Harman Foster

Charles P. Gershenson
David Goslin
Austin H. Kiplinger
Peter Kyropoulos
Lucy M. Maltby
Esther Raushenbush
Anna Fisher Rush
David Schoenfeld
Satenig S. St. Marie
Virginia Y. Trotter
Helen B. Vandervort
Don J. Wickham

University Administration

Dale R. Corson, President of the University
Robert A. Plane, University Provost
Mark Barlow, Jr., Vice President for Student Affairs
Lisle C. Carter, Jr., Vice President for Social and Environmental Studies
W. Donald Cooke, Vice President for Research
Lewis H. Durland, University Treasurer
W. Keith Kennedy, Vice Provost
Samuel A. Lawrence, Vice President for Administration
E. Hugh Luckey, Vice President for Medical Affairs
Thomas W. Mackesey, Vice President for Planning
Paul L. McKeegan, Director of the Budget
Robert D. Miller, Dean of the University Faculty
Steven Muller, Vice President for Public Affairs
Arthur H. Peterson, University Controller
Neal R. Stamp, Secretary of the Corporation and University Counsel

Officers of the College

Dale R. Corson, Ph.D., President of the University
Robert A. Plane, Ph.D., Provost of the University and Professor of Chemistry
David C. Knapp, Ph.D., Dean of the College and Professor of Administration
Mrs. Lois N. Stilwill, M.A., Assistant to the Dean
Lucinda A. Noble, Ph.D., Associate Dean for Public Service and Continuing Education and Associate Professor in Community Service Education
Jean Failing, Ph.D., Associate Dean for Undergraduate Education and Professor of Human Ecology
John P. Hill, Ph.D., Associate Dean for Graduate Education and Research and Professor of Human Development and Family Studies

Arthur H. Peterson, M.A., University Controller and Professor of Business Administration
Stewart M. Comber, Assistant Controller and Director of Finance
Nyle C. Brady, Ph.D., Director of Research, Director of the Cornell University Agricultural Experiment Station, and Professor of Agronomy
Henry T. Murphy, M.A., Assistant Director of University Libraries and Librarian of Mann Library
Edward H. Smith, Ph.D., Director of Cooperative Extension, Colleges of Agriculture and Human Ecology, and Professor of Entomology

Register of Faculty and Staff (As of January 31, 1971)

Administration

David C. Knapp, Ph.D., Dean of the College of Human Ecology and Professor of Administration
Jean Failing, Ph.D., Associate Dean for Undergraduate Education and Professor of Human Ecology
John P. Hill, Ph.D., Associate Dean for Graduate Education and Research and Professor of Human Development and Family Studies
Lucinda A. Noble, Ph.D., Associate Dean for Public Service and Continuing Education and Associate Professor in Community Service Education

Bernard P. Ryan, B.S., Administrative Assistant to the Dean
Mrs. Lois N. Stilwill, M.A., Assistant to the Dean
Mrs. Joyce McAllister, B.S., College Registrar

Academic Services

Donald J. Barr, Ph.D., Associate Professor; Chairman, Academic Services Division; Associate Professor, Community Service Education

8 Faculty and Staff

Robert J. Babcock, Ed.D., Associate Professor; Director, Career Planning and Placement; Associate Professor, Community Service Education
Herbert A. Brenden, Ed.D., Assistant Professor and Counselor; Assistant Professor, Community Service Education
Mrs. Jane Gore, M.S., Instructor and Counselor
Barbara Morse, M.A., Assistant Professor and Counselor
Robert L. Northrop, M.A., Assistant Professor and Counselor
Helen J. Pape, M.A., Assistant Professor and Counselor; Chairman, Committee on Admissions
Susan Steckbeck, M.A., Instructor and Counselor
Mrs. Margaret Stout, M.S., Associate Director, Career Planning and Placement
Mrs. Jean D. Webb, M.S.W., Counselor; Lecturer, Community Service Education
Lucy Wood, Ed.S., Instructor and Counselor

Communication Arts

William B. Ward, M.S., Professor; Head of the Department; Editor-in-Chief of Publications
Mrs. Katherine B. Clarey, B.S., Writer, ETV Center
Mrs. Eleanor S. Foster, B.S., Coordinator of Information Services
Thomas P. Hanna, B.A., Editor, *Human Ecology Forum*
John D. Hershberger, M.S., Director, ETV Center
Neil V. Jacobs, B.S., Studio Manager, ETV Center
James A. Mason, B.F.A., Publications Production Manager
Mrs. Patricia M. Short, B.S., Editor, Extension Publications
David O. Watkins, Jr., B.A., Art Director, ETV Center
Edward Y. Wright, B.S., Chief Engineer, ETV Center

Community Service Education

Kathleen Rhodes, Ph.D., Professor; Acting Chairman of the Department
S. Morton Altman, M.S.W., Assistant Professor
Robert J. Babcock, Ed.D., Associate Professor; Director, Career Planning and Placement; Associate Professor, Academic Services Division
Donald J. Barr, Ph.D., Associate Professor; Chairman and Associate Professor, Academic Services Division
Sara Blackwell, Ph.D., Professor

Herbert A. Brenden, Ed.D., Assistant Professor; Counselor and Assistant Professor, Academic Services Division
Alice J. Davey, M.S., Associate Professor
Margaret E. Elliott, M.S., Instructor
Irene I. Imbler, Ph.D., Assistant Professor
Mrs. Nancy Miller, M.S., Lecturer
Marion Minot, Ph.D., Assistant Professor
Mrs. Helen Young Nelson, Ph.D., Professor
Lucinda A. Noble, Ph.D., Associate Professor; Associate Dean, Public Service and Continuing Education
Ernest Powers, B.S., Senior Extension Associate
Mrs. Arpie Shelton, M.A., Extension Associate
Mrs. Margaret C. Taylor, M.Ed., Lecturer
Mrs. Jean Webb, B.S., Lecturer; Counselor, Academic Services Division
Mrs. Joan Wright, Ph.D., Assistant Professor
Mrs. Bettie Lee Yerka, M.S., Associate Professor; Extension Program Leader; Chairman, Expanded Nutrition Education

Consumer Economics and Public Policy

Gwen J. Bymers, Ph.D., Professor; Chairman of the Department
Heinz B. Biesdorf, Ph.D., Associate Professor
Lewis L. Bower, Ph.D., Associate Professor
Mrs. Barbara B. Bubar, M.S., Extension Associate
Simone Clemhout, Ph.D., Associate Professor
Charles B. Daniels, M.A., Assistant Professor
Lillian E. Edds, M.A., Extension Aide
Mrs. Marjorie Galenson, Ph.D., Assistant Professor
William Gauger, M.S., Assistant Professor
Alan J. Hahn, Ph.D., Assistant Professor
Mrs. Jean Hahn, M.A., Extension Aide
Earl Morris, Ph.D., Assistant Professor
Mrs. Jean Robinson, Ph.D., Lecturer
Mrs. Irma Telling, M.A., Research Associate
Mrs. Ethel Vatter, Ph.D., Professor
Kathryn E. Walker, Ph.D., Associate Professor
Elizabeth Wiegand, Ph.D., Professor
Mary Winter, Ph.D., Assistant Professor
Margaret Woods, B.A., Research Associate

Cooperative Extension

Carolyn Boegly, M.S., Assistant Professor; Acting Assistant Director; Program Leader—Program Planning and Development
George J. Broadwell, Ph.D., Assistant Professor; College of Agriculture; Program Leader and Chairman—Youth Development—4-H
Sandra S. Clarkson, B.S., Personnel Specialist

Mrs. Natalie D. Crowe, M.S., Assistant Professor; Program Leader—Community Resource Development; Chairman—Human Resources

David Dik, M.Ed., Extension Associate; Program Leader—Program Planning and Development

Mrs. Ann Hiltz, M.S., Zeugnis, Extension Associate; Program Leader—Expanded Nutrition Education

Mrs. Marian MacNab Kira, M.S., Senior Extension Associate; Program Leader—Expanded Nutrition Education and Human Resources

Mrs. Lois F. McGurk, M.S., Senior Extension Associate, College of Agriculture; Program Leader—Youth Development—4-H

Rhoda Mekeel, M.A., Assistant Professor and Extension Representative

Lucinda A. Noble, Ph.D., Associate Professor; Associate Professor, Community Service Education; Associate Dean, Public Service and Continuing Education

Ernest Powers, B.S., Senior Extension Associate; Program Leader—Program Planning and Development

Mrs. Cecelia M. Roland, B.S., Extension Specialist

Patricia Salada, M.S., Extension Associate; Program Leader—Expanded Nutrition Education

Ethel W. Samson, M.A., Associate Professor; Program Leader—Staff Development

Edward H. Smith, Ph.D., Director, Colleges of Agriculture and Human Ecology; Professor of Entomology

James W. Spencer, Ph.D., Vice Director, College of Agriculture; Professor of Agricultural Engineering

Mrs. Bettie Lee Yerka, M.S., Associate Professor; Associate Professor, Community Service Education; Extension Program Leader—Chairman—Expanded Nutrition Education

New York City Programs

James Astwood, M.A., Extension Specialist

Maria D. Burgos, Extension Specialist

Mrs. Margaret W. Harding, M.A., Assistant to the Director, Cornell-New York State Office of Economic Opportunity Project in South Brooklyn

Albert Harris, Jr., B.S., Senior Extension Associate; Project Director, Cornell-New York State Office of Economic Opportunity Project in South Brooklyn

Hada Iris Lugo-Pagan, M.A., Extension Associate in Consumer Education

S. Suzanne Matsen, M.S., Assistant Professor; Assistant Director of Training and Service, Cornell-New York State Office of Economic Opportunity Project in South Brooklyn

Dorothy Small, Professional Diploma, Senior Research Associate, Cornell-New York

State Office of Economic Opportunity Project in South Brooklyn

Mary Ann Webb, M.A., Extension Specialist

Carlton E. Wright, Ph.D., Professor; Special Assistant to the Director of Cooperative Extension

Mrs. Maria C. Young, M.S., Extension Specialist

Design and Environmental Analysis

Joseph Carreiro, B.S. in Ed., Professor; Chairman of the Department

Robert Bartholomew, M.F.A., Assistant Professor

Mrs. Madeline C. Blum, M.S., Associate Professor

Michael Boyd, B.A., Assistant Professor

Allen Bushnell, M.F.A., Assistant Professor

Helen J. Cady, M.F.A., Associate Professor

Robert Clapperton, M.Sc., Extension Associate

Nancy B. Conklyn, M.S., Associate Professor

Mrs. Pamela E. Erickson, B.S., Extension Aide

Clark E. Garner, M.F.A., Associate Professor

Anita Grzelak, M.A., Instructor

John Hanna, Jr., M.F.A., Lecturer

Zelda Holley, M.S., Extension Associate

Mrs. Carole Johnson, M.S., Instructor

Joseph Koncelik, M.A., Assistant Professor

Bertha A. Lewis, Ph.D., Associate Professor; Associate Professor of Human Nutrition and Food

Mrs. Jean McLean, M.S., Associate Professor

Mrs. Elsie McMurphy, M.A., Associate Professor

Steven Mensch, B.Arch., Research Associate

G. Cory Millican, M.F.A., Associate Professor

Mrs. S. Kay Obendorf, M.S., Assistant Professor

Edward Ostrander, Ph.D., Associate Professor

Mary Purchase, Ph.D., Associate Professor

Mrs. Regina Rector, B.S., Extension Associate

Rose Steidl, Ph.D., Associate Professor; Assistant Chairman of the Department

Evelyn Stout, Ed.D., Professor

Clara Straight, M.F.A., Associate Professor

Richard Thomas, B.A., Instructor

M. Jayne Van Alstyne, B.F.A., Assistant Professor

Mrs. Susan Watkins, M.S., Assistant Professor

M. Vivian White, Ph.D., Associate Professor

Human Development and Family Studies

Henry N. Ricciuti, Ph.D., Professor; Chairman of the Department

Mrs. Helen T. M. Bayer, Ph.D., Professor

W. Lambert Brittain, Ed.D., Professor

Urie Bronfenbrenner, Ph.D., Professor

10 Faculty and Staff

Mrs. Cynthia Burton, M.A., Extension Specialist
Charles Carrington, B.A., Extension Aide
John Condry, Jr., Ph.D., Assistant Professor
Robert Dalton, Ph.D., Professor
Edward C. Devereux, Jr., Ph.D., Professor
John L. Doris, Ph.D., Professor
Mrs. Kathryn B. Dowd, M.S., Research Associate
Mrs. Barbara Engst, B.S., Research Associate
Harold Feldman, Ph.D., Professor
Mrs. Judi Forsyth, B.S., Extension Aide
Herbert Ginsburg, Ph.D., Associate Professor
John Harding, Ph.D., Professor
Sue Hemsath, M.A., Instructor
John P. Hill, Ph.D., Professor; Associate Dean for Research and Graduate Education
Mrs. Laurel H. Hodgden, Ph.D., Associate Professor
Constance Kelsey, M.A., Instructor
Jane Knitzer, Ed.D., Assistant Professor
Mrs. Beverly LaForse, M.S., Lecturer
Lee C. Lee, Ph.D., Assistant Professor
Ellen Lipton, M.S., Extension Associate
Mrs. Eleanor D. Macklin, M.A., Lecturer and Research Associate
Mrs. Gretchen McCord, B.S., Lecturer
Anne C. McIntyre, Ph.D., Assistant Professor
Mrs. Joy D. Osofsky, Ph.D., Assistant Professor
Robert Poresky, Ph.D., Research Associate
Marion H. Potts, Ph.D., Assistant Professor
Mrs. Ruth Raimon, M.S., Extension Associate
Robert D. Rodgers, Ph.D., Lecturer; Senior Research Associate
David Roy, Ph.D., Assistant Professor
George Suci, Ph.D., Professor
Jule Sugarman, A.B., Visiting Professor
Mrs. Miriam Taletz, B.S., Lecturer; Associate Director of the Nursery School
Mrs. Sylvia Wahl, M.S., Extension Associate

Human Nutrition and Food

E. Elizabeth Hester, Ph.D., Professor; Chairman of the Department
Mrs. Isabel Aleta, M.S., Lecturer
Gertrude Armbruster, Ph.D., Associate Professor
Jean Bowering, Ph.D., Assistant Professor
Mrs. J. Anne Carrow, M.A., Extension Associate
Mrs. Marjorie Devine, Ph.D., Assistant Professor
Mrs. Susan Evers, M.S., Instructor
Mrs. Helen Giff, M.A., Associate Professor
Mrs. Katherine Hepburn, Ph.D., Assistant Professor
Bernice Hopkins, B.S., Extension Associate
Mrs. Cheryl Hutton, M.S., Instructor
Jerry Johnson, M.S., Research Associate
Mrs. Ruth Klippstein, M.S., Associate Professor

Bertha A. Lewis, Ph.D., Associate Professor; Associate Professor of Design and Environmental Analysis
Mrs. Borinquen Lugton, M.A., Extension Associate
Mrs. Martha Mapes, M.S., Senior Extension Associate
Nell Mondy, Ph.D., Associate Professor
Katherine Newman, Ph.D., Associate Professor
Jerry Rivers, Ph.D., Associate Professor
Mrs. Anne Sanchez, M.N.S., Extension Associate
Mrs. Diva Sanjur, Ph.D., Assistant Professor
Ethel Schwam, M.A., Extension Associate
Ruth Schwartz, Ph.D., Associate Professor
Nilda Tirado, M.S., Extension Associate
Mrs. Kathryn Visnyei, M.S., Assistant Professor
Ruth Wainberg, M.S., Extension Associate
Mrs. Marjorie Washbon, M.S., Professor
Charlotte M. Young, Ph.D., Professor of Medical Nutrition; Secretary of the Graduate School of Nutrition; Professor of Human Nutrition and Food

Emeritus Professors

Mrs. Flora Thurston Allen, M.S., Home Economics Education
Mrs. Mary K. Bloetjes, Ph.D., Institution Management
Alice M. Briant, Ph.D., Food and Nutrition
Mrs. Helen Dudley Bull, M.D., Child Development and Family Relationships
Alice Burgoin, M.S., Institution Management
Helen G. Canoyer, Ph.D., Home Economics
Vera Caulum, M.S., Cooperative Extension
Mrs. Ruth Comstock, M.A., Housing and Design
Mabel Doremus, M.A., Food and Nutrition
Mrs. Lola T. Dudgeon, M.S., Food and Nutrition
Mildred Dunn, M.A., Human Nutrition and Food
Mrs. Dora W. Erway, Housing and Design
Faith Fenton, Ph.D., Food and Nutrition
Mary Ford, Ph.D., Child Development and Family Relationships
Mary Frances Henry, M.A., Home Economics
Albert Hoefler, B.S., Extension Service
Margaret L. Humphrey, M.A., Textiles and Clothing
Margaret Hutchins, Ph.D., Home Economics Education
Frances A. Johnston, Ph.D., Food and Nutrition
Karla Longree, Ph.D., Institution Management
Ruby Loper, B.S. in Arch., Housing and Design
Irene Patterson, M.S., Home Economics Education
Catherine Personius, Ph.D., Food and Nutrition

Dorothy Proud, M.S., Institution Management
Mrs. Lemo D. Rockwood, Ph.D., Child Development and Family Relationships
Mabel A. Rollins, Ph.D., Household Economics and Management
Lillian Shaben, M.A., Food and Nutrition
Lloyd R. Simons, B.S.A., Extension Service
Esther Harriette Stocks, M.A., Placement Service
Mrs. Carrie Williams Taylor, M.A., Extension Service
Virginia True, M.F.A., Housing and Design
Mrs. Grace Morin Van Blarcom, M.A., Home Economics
Mrs. Gladys L. Butt Van Cleve, M.A., Textiles and Clothing
Mrs. Ethel B. Waring, Ph.D., Child Development and Family Relationships

Mrs. Lucille J. Williamson, Ph.D., Household Economics and Management
Therese Wood, M.A., Food and Nutrition

Elected Members from Other Faculties

John Paul Leagans, Ph.D., Professor of Extension Education, College of Agriculture
Henry T. Murphy, M.A., Assistant Director of University Libraries, and Librarian of Mann Library
Charles E. Palm, Ph.D., Dean of the College of Agriculture, and Professor of Entomology, College of Agriculture



Cornell University

The New York State College of Human Ecology

The New York State College of Human Ecology is one of four statutory colleges of the State University of New York at Cornell University. A land-grant college, it receives support for teaching, organized research, and public service programs from both the state and federal governments. Faculty members are part of the Cornell University faculty and students receive their degrees from Cornell.

The College program focuses on the study of human development and the quality of the human environment. It is particularly interested in problems of human welfare that are of compelling significance in contemporary society: nutrition and health, the family in poverty, urban housing and environmental design, the consumer in the marketplace, the stability of the family, and the effects of technology on food, clothing, shelter, and interpersonal relationships. In each phase of its program, the College of Human Ecology is committed to improving human development in the family as well as in the broader institutional setting.

Five strong departments provide the foundation for the College. All are rooted in the basic academic disciplines, and at the same time are committed to the problem-solving orientation of the College. The departments complement rather than compete with each other in formulating interdisciplinary solutions for complex human problems. By pooling their resources, these departments train students and conduct research in an environment that is both academically strong and professionally oriented. Students also have the opportunity to elect studies in the other divisions of the University.

The College's many public service and continuing education activities are conducted in conjunction with the county Cooperative Extension associations and the Federal Extension Service. In addition, the College plans and carries out a variety of special workshops and training programs.

Organized research, which undergirds both the graduate education and public service functions of the College, is supported basically by state funds, in cooperation with a variety of public and private agencies.

14 Undergraduate Program

The Undergraduate Program

The aim of the undergraduate program of the New York State College of Human Ecology is twofold: to provide, through the facilities of the College and the University, a liberal education in the social and natural sciences, the humanities, and the arts; and to provide specialized instruction, based upon these disciplines, as preparation for professional careers in which the interests and well-being of the individual, the consumer, and the family are paramount.

The program of liberal studies emphasizes those subjects that have contributed to man's understanding of himself and the world in which he lives. It also furnishes the student with basic knowledge required as part of his education for successful professional work in a society that is changing both technologically and socially. The specialized studies relate basic knowledge to an understanding of the interrelated needs of individuals, families, and society in such areas as consumer behavior and expenditure, nutrition, environmental and product design, and human psychological and social development. Because the educational program of the College emphasizes both breadth of knowledge and its application to the solution of human problems, it offers professional or preprofessional preparation for a great variety of positions.

Student Participation

Students have played an active role in the development of the College program since its earliest history and have had two members on the faculty committee concerned with educational policy since the 1940s. Under the present College organization, each department has a Departmental Council composed of two graduate students and four undergraduate students, elected by the students from among those majoring in the department, and four faculty members selected by the department faculty. The Departmental Councils are a forum for communication and discussion among faculty and students on matters of academic policy and procedure. The Councils may set up ad hoc panels for hearing student grievances, except those which are the responsibility of other college or University groups, and for recommending solutions for such grievances to the appropriate decision-making body.

The graduate and undergraduate student members of the Departmental Councils meet with the dean to discuss academic matters and issues of mutual interest. This group selects from among its members two students to be members of each of the following standing committees of the faculty: Committee on Undergraduate Education; Committee on Academic Services; Committee on Graduate Education.

In addition to participating in the development of College policy and program through the organizations described above, students have an opportunity to affiliate with several special interest groups: Student chapter, American Association for Textile Technology; Cornell chapter, American

Home Economics Association; and the Cornell student chapter, National Society of Interior Designers.

Admission to the College

The faculty of the New York State College of Human Ecology selects students interested in solving compelling problems of human welfare and family well-being. The uniqueness of the College lies in opportunities for an interdisciplinary approach to the solution of human problems. Because the educational program of the College guarantees students both a liberal education and professional specialization, graduates are prepared to select from a wide variety of career and graduate study opportunities.

As part of the State University of New York, the College selects students on their own merits from private and public high schools and colleges throughout the State; a limited number of out-of-state students are selected. Preference is given to able students who wish to approach theoretical and problem-centered courses from an analytical, critical view and who seek responsible roles in careers focusing on those aspects of human development and the quality of human environment appropriate to this College.

The wide diversity of majors offered in the College allows the student to apply work in the natural and social sciences and the humanities to his major in the College. In addition to completing departmental majors, some students also complete professional preparation for certification in nursery-kindergarten or home economics education, or for the internship of the American Dietetics Association. The College does not offer preparation for certification in elementary education.

The College welcomes applications for admission from individuals interested in studying here regardless of race, color, religion, creed, sex, nationality, family income level, or family background. Cornell University has a Committee on Special Education Projects (COSEP) that receives referrals from agencies including the Cooperative Program for Educational Opportunity (CPEO), National Scholarship Service for Negro Students (NSSFNS), National Achievement Scholarship Program (ASPIRA), an organization established by Puerto Rican Forum, Inc., and Search for Education, Elevation, and Knowledge (SEEK).

Visits to the College

For those students and parents who wish to visit the College, the admissions staff will be available to discuss the programs of the College on weekdays from 10:00 a.m. to 12:00 noon and from 2:00 p.m. to 4:00 p.m. throughout the year (except during the holidays). Discussions are held in group sessions. Students should write in advance indicating the time they prefer to visit the College.

If a student indicates a definite interest in a specific area of study, an effort will be made to arrange an appointment with an appropriate faculty member. If possible, visits to the College should *not* be made in February, March, or early April.

16 Undergraduate Program

Admissions Policies

It is the policy of this College and Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because of race, color, creed, sex, religion, or national origin.

Since each year there are three to four times as many applicants as places available for new students, admission to the New York State College of Human Ecology is competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the New York State College of Human Ecology. Selection of students is the responsibility of the Faculty Committee on Admissions.

Quotas

As a State-supported institution, the College limits out-of-state students who can be accepted to 15 percent of the entering class. The ratio of applicants to places available in the out-of-state group is higher than for New York State applicants. There are no other quotas used; no county, city, or school quotas exist.

Secondary-School Preparation

The New York State College of Human Ecology admits freshmen students who have strong academic potential as indicated by their College Board Achievement Test scores and who have demonstrated achievement as indicated by their high school records. The freshman class entering in the fall of 1970 had a total median College Board Scholastic Aptitude Test (SAT) score of 1224; 67 percent of the freshmen had SAT verbal scores of 600 or higher and 66 percent had mathematical scores of 600 or higher. Ninety-four percent were in the top fifth of their high school graduating classes.

Applicants must offer eighteen college entrance units; at least sixteen of these units must be in the following academic subject matter areas: English, foreign language, history or social studies, mathematics, and science. In fulfilling the sixteen academic units, a student must include four units of English, one unit of biology, three units of mathematics, and one unit of either chemistry or physics. The remaining two units of the required eighteen may be in any subject in which the high school gives credit. A unit represents a year of study in a given subject in a secondary school.

Entrance unit credit will be granted in those subjects in which the candidate attains the passing mark of the secondary school. A score of 500 or higher (on the appropriate College Board Achievement Test) or a passing grade on the appropriate New York State Regents Examination may also fulfill an entrance unit requirement.

For selection purposes, unit requirement completion will be determined by grades at the end of the seventh term. When scores on College Board Achievement Tests or New York State Regents Examinations are involved, the determination of units will be made on the basis of test scores available

to the Committee on Admissions at the time selections are being made in March.

COSEP applicants will be considered without reference to the above specific admissions criteria. If admitted, students are expected to meet the usual academic standards for continuation in the College. Special services in counseling and tutoring are available to assist students as they progress in the program.

College Entrance Examination Board Tests

United States and Canadian applicants (freshmen and transfers) are required to offer results from the Scholastic Aptitude Test. The College prefers students to offer scores from the Test administered in December of their senior year. January of the senior year is the latest Test date for which scores will reach the College in time to be considered with the applicant's record when selections are made. Scores from the SAT administered before December of the senior year will be accepted. The College does not require students to take any of the achievement tests of the College Entrance Examination Board. However, students taking the achievement tests for other colleges to which they are applying are encouraged to have their scores sent to Cornell University and these scores will be made a part of the student's total application record. The scores may also be used for placement purposes at Cornell in language and other courses.

Students in this College may receive advanced placement and credit toward the degree by taking the Advanced Placement Examinations administered by the College Entrance Examination Board provided test papers, when read by the faculty of the Cornell University department concerned, show mastery of the subject matter covered in the equivalent courses offered at the University.

Transfer Students

Each year transfer students with advanced standing enter the College from two- and four-year institutions. As part of the State University of New York (SUNY), the College encourages qualified students from the two-year campuses, community colleges, and other divisions of SUNY to continue their undergraduate education at Cornell. Advanced standing students from private and public colleges and universities from throughout the United States also enter the College. Credit is allowed for passing work in other units of SUNY or other accredited colleges previously attended if the courses taken elsewhere can be appropriately applied to the College requirements. See degree requirements listed on p. 24.

Transfer students are admitted at the sophomore and junior levels. Transfer students must complete at least sixty credits at Cornell; if they have had no previous work in human ecology subject matter, forty of the sixty credits must be completed in the College; if they have completed twenty or more credits in human ecology subjects at their previous institution, they must take at least twenty of the sixty credits completed at Cornell in the College.

18 Undergraduate Program

A student seeking admission to the College in the spring semester should be aware that they may encounter some difficulty with registration in year-sequence courses.

Transfers are seldom accepted from unaccredited institutions. If accepted, credit is granted conditionally until the end of the first year of residence. If the student is in good standing at the end of a year, credit is received for the work taken at the originating institution. When the term average is below C-, the number of hours of credit below C- are deducted from the total amount of transfer credit.

Students who have taken any courses in college after graduation from high school must apply for admission as transfer students, not as beginning freshmen.

Transfer candidates whose applications have been accepted have tended to have B or better college records. They must also meet the same high school unit requirements that freshman applicants meet. Applicants who have not met this distribution of courses in high school must have taken comparable work in college to qualify for consideration.

Any student seeking admission in February 1972 must file his application by November 1, 1971. An applicant interested in September admission is required to file his application by January 15, 1972.

A Cornell student enrolled in another division of Cornell University who wishes to apply for transfer to this College should go to the University registrar's office and fill out a form authorizing his present division to send his original application materials to this College for consideration. Students seeking admission in February 1972 must file these forms before November 1, 1971. Intra-University applicants interested in September admission are required to file their requests for consideration by January 15, 1972, as transfer applicants from outside the University do.

A copy of the brochure, *Opportunities for Transfer Students*, is available from the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Ithaca, New York 14850.

Reapplication

The records of applicants who were not accepted are kept for three years. If such a student wishes to apply again, he should write the University Office of Admissions, Day Hall, Cornell University. It is not necessary to pay another application fee or file a new application.

International Students

Cornell University, as a whole, has more than a thousand foreign students currently enrolled from eighty different countries. About 25 percent are undergraduates, and 75 percent are working for advanced degrees. The New York State College of Human Ecology welcomes applicants from other countries.

Courses offered in this College do not deal with the practical aspects of home economics subjects found in some programs in other countries. The program of studies in this College is theoretically based, and this

College requires the same precollege preparation in the sciences, social sciences, and mathematics as does a liberal arts college here or abroad.

The importance of ability in the use of the English language cannot be overemphasized. A student should not apply to this College unless he is competent in written and spoken English. Before a foreign student can be accepted, he must furnish evidence of his facility in English (unless it is his mother tongue). He must supply a statement from a person who is competent to judge, such as a professor or teacher of English under whom he has studied, a diplomatic or consular official of the United States, the director of courses in English of a United States Cultural Institute, or a delegated representative of one of these persons.

All applicants for admission to this College are required to submit scores from the following standardized examinations which measure verbal and mathematical aptitudes as part of their applications. (All United States applicants also submit scores from these standardized examinations.)

1. Students whose native tongue is English or who have had instruction in English for a period of at least three years should take the *Scholastic Aptitude Test*, which consists of two parts and furnishes scores on verbal and on mathematical facility.

For information on this test write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701.

2. Other students should take the *Test of English as a Foreign Language*, called TOEFL, and the *Mathematics, Level I, Achievement Test*.

For information on TOEFL write to the Educational Testing Service, Princeton, New Jersey 08540.

For information on the *Mathematics, Level I, Achievement Test* write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

Each applicant must make his own arrangements to take these tests. They are administered throughout the world by the College Entrance Examination Board. The Board that is nearest you will supply information about the time these tests will be given in your area. All candidates for admission in September must take the appropriate test(s) in the previous December or January.

Special Standing

International students, students who have interrupted their education, and others who, in the opinion of the Committee on Admissions, may benefit from special status, are considered for admission with special standing. "Special Standing" means that the student has not been accepted as a regular student working for a Bachelor's degree or for an advanced degree. A final evaluation to determine the amount of credit a student may receive for work taken elsewhere is not made until a student has been accepted as a regular student.

Special students are expected to carry an academic program of at least twelve credits of work per semester; otherwise, they should consider taking courses through the Division of Summer Session and Extramural Courses

20 Undergraduate Program

of Cornell University rather than as students enrolled in this College. Special students are expected to take one-half to two-thirds of their work in the state divisions of Cornell University (Agriculture, Human Ecology, and Industrial and Labor Relations) each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates. Work taken while classified as a special student may be counted toward the requirements of a Bachelor's degree but may *not* be counted toward the requirements of advanced degrees.

For entrance with special standing in the New York State College of Human Ecology, application should be made to the University Office of Admissions or to the Office for International Students, Cornell University, Ithaca, New York 14850. The applicant also should write to the chairman of the Faculty Committee on Admissions of the New York State College of Human Ecology indicating the type of work he wishes to take as a special student. *Applications for admission in September 1972 must be filed by January 15, 1972. Applications for admission in February 1972 must be filed by November 1, 1971.*

Admission Deadlines

August

Application blanks will be available in August 1971 for students entering in 1972. United States residents should write to the Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850. International students should write to the Office of International Students, Barnes Hall, Cornell University, Ithaca, New York 14850.

November 1

Application deadline for advanced standing and special students seeking entrance in February 1972.

December

Students applying for September 1972 should take the Scholastic Aptitude Test of the College Board by December of 1971.

January 1

Application deadline for students applying for financial aid. Students applying for September 1972 (freshmen or advanced standing) are urged to file materials by January 1, 1972, to facilitate completion of data used in selection.

January 15

Application deadline for all students seeking entrance in September 1972.

Mid-April

All applicants for admission in September are notified of the decisions on their applications. Acceptances are provisional pending satisfactory completion of a student's final term's work.

Questions concerning admission should be addressed to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

University Health Requirements

Each student upon entering the University is expected to assume personal responsibility for the health requirements adopted by the Board of Trustees of Cornell University.

Details of the health requirements will be found in the *Announcement of General Information*, which may be obtained from the Visitor Information Center, Day Hall, or by writing to Cornell University Announcements, Ithaca, New York 14850.

Expenses

Tuition

Tuition is \$200 per term for undergraduate students registered in the New York State College of Human Ecology who are and have been bona fide residents of New York State for at least twelve months immediately prior to the registration day of each term of the academic year.

Tuition is \$300 per term for students who do not qualify as New York State residents.

Since physical presence in the state, especially for persons under age, by no means constitutes legal residence, applicants who are at all doubtful of their right to qualify as New York State residents should address inquiries to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

Fees

A GENERAL FEE of \$275.00 each term for a resident student and \$375.00 each term for a nonresident student is charged. The General Fee contributes toward the services given by the libraries, the Gannett Clinic and Sage Infirmary, and the student unions in Willard Straight Hall and Noyes Student Center; it also pays part of the extra costs of laboratory courses and general administration, as well as programs of physical recreation and student activities. Approximately \$61 of the General Fee is used each school year for health services.

AN APPLICATION FEE of \$20 must be paid at the time an application for admission is submitted.

A DEPOSIT of \$50 is required of every student upon acceptance for admission to the University; and when the student first registers, it is used to cover matriculation costs.

SPECIAL FEES. Assessments, charged to the student's account and payable at the Treasurer's Office, are levied upon the student in certain circumstances.

A fee of \$12.50 is charged for registration *in absentia* (see p. 35).

Fees for later registration are discussed on p. 33.

22 Expenses

A student is held responsible for payment of appropriate fees for any injury done to any of the University's property.

Payment Procedures

The estimated charge for room in the dormitories is \$630-\$700 a college year, payable in two equal installments. For the fall term, the payment is due thirty days prior to the date of registration. For the spring semester, payments are due at the beginning of the term.

A tuition and fee statement is mailed to the student's home address by the Treasurer's Office before the beginning of each term. The charges are due and payable by the date indicated on the statement, which is always prior to registration in the University.

Any student who fails to pay tuition, fees, room and board, and/or other indebtedness to the University, within the prescribed period of grace, is dropped from the University unless the treasurer has granted an extension of time to complete payment. The treasurer is permitted to grant such an extension, when, in his judgment, the circumstances of a particular case warrant his doing so. For such an extension, a fee of \$5 is assessed. A reinstatement fee of \$10 is assessed any student who is permitted to continue or return to classes after being dropped from the University for failure to pay within the prescribed time. The assessment may be waived in any instance for reasons satisfactory to the treasurer when such reasons are set forth on a petition available at the Treasurer's Office.

CASHING OF CHECKS. Checks in payment of students' accounts should be drawn in the amount owed. Students are advised to open an account in an Ithaca bank as soon as they arrive in town, or else to provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments such as a bank will cash in the ordinary course of business.

Tuition or any fee may be changed by the Board of Trustees to take effect at any time without previous notice.

Estimate of Annual Expenses

Personal expenses, such as transportation to and from home, clothing, recreation, and miscellaneous items are to be estimated by the individual. An approximate amount is given below.

REQUIRED FOR ALL STUDENTS:	Resident	Nonresident
* † Tuition	\$400	\$600
‡ Room in dormitory (average cost)	750	750
Board (average cost)	750	750
† General Fee	550	750
Books and equipment }	650	650
Personal expenses }		
Total	\$3,100	\$3,500

* Subject to change for 1971-72.

† Special students also are held for these fees.

‡ Additional charge is made to students remaining in Ithaca during Christmas and spring vacations. The amounts apply to persons living in a University residence hall.

REQUIRED FOR NEW STUDENTS:

* Deposit with treasurer, paid prior to entrance and used for matriculation cost	\$50
† Room deposit	\$35

For freshmen and sophomores

Gymnasium equipment (to be purchased according to department's instructions)	\$18
--	------

* Special students also are held for these fees.

† Applied in full against initial room bill.

Requirements for the B.S. Degree

(Effective February 1970)*

It is the student's responsibility to be sure he has met the requirements for the degree.

A candidate for the degree of Bachelor of Science must complete 124 credit hours of required and elective work during four years,† including four credits of physical education (one credit in each of the first four terms), unless excused by the University Committee on Requirements for Graduation through the Committee's representative in the Office of Records and Scheduling. A student must complete a departmental major or an individual program approved by the Committee on Undergraduate Education, see p. 25. A quality point cumulative average of 1.7 (C-) or better is required for graduation.

A residence requirement is stated in University legislation as follows: A candidate for an undergraduate degree at Cornell University shall be required to spend the last two terms of his candidacy in residence at this University, except that, with the consent of the special faculty concerned, a candidate may carry on the work of either or both of these terms *in absentia*, provided that before he receives the degree he pass such examination or

* A student who is readmitted to the College will be held responsible for graduation requirements in effect when he reenters. Courses offered as substitutes for requirements in human ecology will be accepted on recommendation by the departments concerned. Courses offered as substitutes for other subject requirements will be evaluated by the Office of Records and Scheduling.

Students following requirements in effect before September 1968, should consult the 1968-69 *Announcement* of the College for details. Students who matriculated in September 1968 and February and September 1969 are required to complete 125 credits for the degree, distributed as described below except that forty-one credits in human ecology are required including Counseling Service 100.

† A student who entered as a first-semester freshman and who completes all the graduation requirements in less than eight semesters may continue to register as an undergraduate until eight semesters are completed. However, such a student will be required to carry a semester program of at least twelve credit hours in the period following the completion of the graduation requirements.

A student who entered as a transfer with advanced standing may register as an undergraduate for a ninth semester only if this is necessary in order to complete the requirements of his major or one of the professional programs (ADA or Teacher Certification). He must carry a minimum of twelve credits in the ninth semester. Registration for a ninth semester must be approved by the associate dean for undergraduate education.

24 Requirements for the B.S. Degree

make such a report as the faculty supervising his work may require of him, and that during the period of his absence he be registered as a student of this University and pay a fee of such amount as the Board of Trustees may fix. This residence and registration requirement shall not apply to a candidate carrying on work away from Cornell University, with prior approval of the special faculty concerned, when such work is equivalent to eight semester hours credit or less.

Credit Requirements for the B.S. Degree*

(For Students Matriculating in February 1970)

Credit
Hours

- I. Natural and Social Sciences 24
 - A. To include six credits in natural sciences selected from Biological Science 101-102, Biological Science 103-104, Biological Science 280, Biological Science 281, Biological Science 210, chemistry, physics.
 - B. To include six credits in social science selected from economics, psychology (including Education 110, 411, 417 in the College of Agriculture), sociology (including rural sociology), Human Development and Family Studies 115 and 162.
 - C. Remaining twelve credits to be selected from any of the areas listed in (A) and (B) or from anthropology, biochemistry, microbiology, and government.
- II. Communication, Analysis, and Humanities 15
 - A. To include six credits in Freshman Humanities or equivalent.
 - B. Remaining nine credits may be selected from art, communication arts, comparative literature, drawing, English, foreign language (ancient or modern), history, history of art, history of architecture, mathematics, music, philosophy, statistics, theatre arts, and Design and Environmental Analysis 100.
- III. Human Ecology 40
 - A. When a departmental major is elected by a student, the forty credits must include:
 - 1. work in two departments outside the department of major study.
 - 2. fifteen credits outside the department of major study with at least six credits or two courses to be taken in one department.
 - B. When an individually developed major is proposed by a student it must be approved by the Committee on Undergraduate Education.

* The faculty reserves the right to make changes in the academic requirements at any time.

IV. Electives 41

- A. Not more than twenty-one credits may be in the endowed divisions of the University.†
- B. A minimum of twenty-six credits must be left free, i.e., they may not be infringed on by requirements of a major (departmental or interdepartmental).

Physical Education 4

124

† Courses may be taken outside the state colleges beyond this limit of 21 credits only during the student's last semester prior to graduation, and provided that the hours taken in excess of 21 credits are also in excess of the 124 hours required for graduation, and upon payment of the per credit hour fee. In 1970-71 the fee was \$64.0625 per credit.

Courses taken to meet I and II may be taken without charge, except that credit for any course given in an endowed division will, in case of failure, be charged against the twenty-one credits allowed under Group IV.

Matriculated students should consult the *Student Guide* for more detailed information about graduation requirements, including requirements for the various majors.

Majors and Individual Programs

Each student is required to complete a departmental major as part of the requirements for the B.S. degree unless he has the approval of the faculty to follow an individually developed major.

The departmental major is a basic program of work in the field on which a student is expected to build additional appropriate courses in terms of his special interests: to prepare for graduate work, to prepare for a profession, or for personal satisfaction. General information about departmental majors appears in the descriptions of the departments (see p. 51). In addition to these majors, there is an interdepartmental major for students preparing for home economics teaching.* Detailed information about the requirements of each major may be obtained from the Division of Academic Services.

Provision is made for a student who wishes to deviate from the specific requirements for the B.S. degree to petition the faculty to approve an individually developed major. Approval will be given when, in the judgment of the faculty, the proposal results in an educational program that gives promise of achieving the individual's objectives, assuming they are appropriate within the focus of the College, more effectively than would the regular requirements for the degree.

Students who wish to graduate under an individual major must petition the Faculty Committee on Undergraduate Education for approval. Students may obtain petition forms from their counselors.

* For students entering before September 1970. Those entering in September 1970 and after will follow the appropriate option in the major in the Department of Community Service Education.

26 Academic Honors

Academic Honors

DEAN'S LIST. Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least twelve credits with letter grades other than S or U and have received an average of 3.5 or higher for the semester. No student who has received an F or U in an academic course will be eligible.

DEGREE WITH DISTINCTION. The degree with distinction recognizes outstanding scholastic achievement and is conferred upon those seniors whose academic standing at the end of seven semesters is in the top 5 percent of the graduating class. The graduating class includes those students who will complete requirements for the degree of Bachelor of Science in February, June, or September of the same calendar year.

Transfer students, to be eligible for consideration, must have completed forty-five credit hours of work at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average.

The names of those seniors who meet these requirements are presented to the faculty of the College for approval.

DEGREE WITH HONORS. The degree with honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Departments of Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. Information about admission to the programs and their requirements may be obtained from the departments or from the Division of Academic Services.

OMICRON NU. As a national honor society in the New York State College of Human Ecology, Omicron Nu serves to stimulate and encourage scholarly inquiry and action on significant problems of living, at home and in the community. These activities are focused on the purpose of Omicron Nu—the promotion of scholarship, leadership, and research as part of the worldwide movement to improve the quality of life for individuals and families.

Students are eligible after the first semester of their junior year if they have a cumulative average of not less than B. Not more than 10 percent of the junior class may be elected, and not more than 20 percent of the senior class may be elected. Graduate students who meet a set of eligibility requirements may be elected.

Division of Academic Services

The Division of Academic Services has responsibility for the counseling and admission of undergraduates and the placement of both undergraduate and graduate students. The Division has seven counselors, including the chairman of the Division, as well as a director and an associate director of career planning and placement.

The counselors work with students throughout their college years on matters of educational, vocational, and personal concern. Through individual conferences and group discussions, the counselor assists students in exploring values, interests, goals, and other personal and social questions. He also helps students to become aware of vocational opportunities and of various College and University programs available to them. Frequently, students also have a faculty adviser in their department of major interest.

Orientation

Orientation to the College and to the University begins in the summer before students arrive on campus. The Division of Academic Services sends information to all entering students to assist them in planning their fall term schedules. Additional information about College and University programs is included in other communications to students during the summer.

New students and transfer students come to the campus several days before classes begin to participate in meetings with the dean, members of the Division of Academic Services, and faculty in the different departments of the College.

The University sponsors assemblies, discussion groups, and other activities to help students become familiar with the University environment.

Career Planning and Placement

The Office of Career Planning and Placement, a part of the Division of Academic Services, is responsible for the program of career planning and placement of undergraduates, graduate students, and alumni. Acting as a liaison between faculty, students, and employers, its particular concern is to help students and faculty to know about the work opportunities available for human ecology graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs help in planning a student's college program. Bulletins of job descriptions, files of employer recruitment literature, graduate school directories and catalogs, career seminars, and a career library are among the media used. Guidance is given through individual interviews and group meetings.

As part of the service to seniors and graduates of the College, and to supplement the candidate's application letter or interview, credentials are prepared and filed by candidates and sent by the Placement Office to employers and graduate schools.

28 Professional Opportunities

Summer and Part-time Employment

Summer work serves a twofold purpose. In addition to financial remuneration, it provides an opportunity for the student to gain vocational experience, in some cases to see the various opportunities a given vocational field offers and to learn something of the personal qualifications and adjustments required. In recent years, approximately 80 percent of the students in the College have held a variety of summer jobs, including summer internships related to their professional fields of interest.

It is hoped that earning money in the summer will not have to be a main consideration all the time a student is in college. Much valuable experience is to be gained from an apprenticeship in a field in which a student hopes to be employed later, but often such apprenticeships cannot be paid, inasmuch as the student does not yet have sufficient experience to be valuable to the organization.

There are some opportunities for regular part-time work during the college year in the laboratories and departmental offices of the College. Registration for these may be made in the College's Office of Career Planning and Placement. Information about other opportunities for employment on the Cornell campus may be obtained from the Office of Scholarships and Financial Aid, Day Hall.

Professional Opportunities

Graduates of the College enter a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training or graduate study. There are many openings for beginners as well as for people with experience and advanced study.

Educational services provide interesting opportunities for work with people in all age groups. Head Start and Peace Corps programs, day care centers, hospital activities programs, and classes for the handicapped are only a few examples of the kinds of work available.

Undergraduates may meet the New York State requirements for teacher certification in home economics. This work often involves teaching in adult education programs.

The College offers a program leading to certification in nursery school and kindergarten teaching. There are many other opportunities for working with children for which students may prepare.

The College does not offer a program leading to teacher certification in early childhood education or elementary education.

Cooperative Extension positions in counties of New York and other states offer many opportunities for informal teaching. This action-oriented teaching is directed toward the identification and solution of individual, family, and community problems. Cooperative Extension agents have as their audiences homemakers and youth; organizations, agencies, and groups (public and voluntary) which serve individuals and families in the community; and producers, distributors, and firms that supply goods and services to con-

sumers. The agents also reach many individuals through personal contact and by mass-media teaching—television, radio, exhibits, and the press.

Social work is closely related to the educational field. Case-work and group-work positions such as executives and directors of teenage or young-adult programs of religious or community organizations, directors of family development programs and children's activities programs in community centers all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required.

Group-work positions with many of the organizations named above are excellent experience and are available at beginning levels. There are also opportunities for beginners in casework. Public agencies, such as the family and child welfare county organizations, give on-the-job training to junior caseworkers. A state civil service examination is usually required. Many agencies support educational-leave programs to assist young workers to start advanced study.

Human ecology relates easily to many of the *health vocations*. Some graduates take additional work which leads them into such fields as nursing, physical therapy, or vocational rehabilitation. Positions in occupational therapy require graduate training but utilize the background courses in art activities, creative materials, child development, and the dynamics of human behavior which are in the human ecology program.

For graduates with an emphasis in *nutrition* there are opportunities in both the health and social work areas. Nutritionists are employed in hospitals and in federal, state, and local health and welfare agencies as well as in industrial health programs and public schools.

Graduates who follow an appropriate program in human nutrition and food and are qualified for administrative positions in dietetics in hospitals, colleges and universities, hotels, industrial plants and offices, and public schools may qualify for additional professional training in an approved internship in dietetics (see p. 31).

Graduates going into *business* may work with food, textiles, clothing, or equipment, in promotion, experimentation, public relations, writing, or combinations of these. Promotional work in foods and equipment offers opportunity. Testing, quality control, consumer education, merchandising, and research utilize human ecology training through positions in test kitchens, food science laboratories, and equipment laboratories, in utility companies, textile firms, advertising agencies and pattern companies. Consumer product, apparel, or interior design often require additional professional training in schools of design, but there are some related openings for the new graduate.

Writing is open to those with either a general or a specialized background supplemented by courses in writing, communication arts, and journalism. Human ecologists with writing ability are needed by magazines, newspapers, business concerns, publishers, publications firms, university information services, and in Cooperative Extension. Workers in the fields of business and extension are called upon more and more to write for publications and to participate in radio and television programs.

30 Special Programs

Government service at federal, state, and local levels attracts many human ecology graduates. Positions are filled in bureaus and departments such as labor, commerce, mental health, education, agriculture, trade, personnel, housing, and interior.

International openings for persons with limited experience are available through the Peace Corps and other volunteer agencies and in some elementary and secondary schools. Graduate study, as well as experience in other cultures, is often called for and facility in a foreign language is an asset.

Special Programs

Certain areas of professional preparation may include the meeting of requirements of professional agencies; in others, the College maintains cooperative relationships with outside institutions and agencies with related interests. These special programs are described below.

Teaching Home Economics in Secondary Schools

Certification to teach home economics in the secondary schools of New York State may be earned by completing the appropriate major in teacher preparation.*

Students completing the major are eligible for provisional certification and may seek teaching positions immediately. If they expect to continue in the profession they must complete thirty credits of work beyond the Bachelor's degree (Master's degree study or nondegree study) to obtain permanent certification. The provisional certificate is valid for five years after graduation.

Students may choose to major in a subject matter area at the undergraduate level and to complete the teacher education program while enrolled in the Graduate School. The Master of Arts in Teaching degree is designed especially for these students. They may earn both the M.A.T. degree and permanent certification before entering the teaching profession. Information about this program is available from the community service education faculty.

It is not unusual for alumni of the College to decide to enter the teaching profession some time after graduation. Students who anticipate careers in teaching at a later date can profit from some advanced planning and from conferring with faculty members in the Department of Community Service Education, even though they have no immediate concern for certification.

Teaching in Nursery Schools and Kindergartens†

The Nursery School-Kindergarten Training Program offers provisional certification at these two levels for a limited number of students who are selected for the program in the middle of their sophomore year. These students are

* The interdepartmental major for home economics teaching for students entering before September 1970. Those entering in September 1970 and after will follow the appropriate option in the major in the Department of Community Service Education.

† The College does not offer certification in early childhood or elementary education.

expected to meet the general graduation requirements of the College and to complete the major in the Department of Human Development and Family Studies, except that the beginning practicum experience in the professional curriculum may be substituted for courses in observation and participation required in the major. In addition, students following the program must include appropriate courses in nutrition, education, advanced practicum experience, and practice teaching. Detailed information about the required curriculum may be obtained from the Division of Academic Services.

Administrative Dietetics

The Department of Human Nutrition and Food prepares students for positions in administrative dietetics in institutions such as hospitals, colleges, universities, or schools, and in businesses where nutrition and health are emphasized. Positions also are available in college and extension teaching, research, public health agencies, and food clinics. There are many opportunities for beginners as well as excellent openings for persons with experience and for those who have had advanced study. The courses offered in the Department are listed on pp. 87-94.

For positions in dietetics, it is recommended that additional professional training be obtained in a postgraduate internship approved by the American Dietetic Association or graduate study for the M.S. degree.

The American Dietetic Association has outlined a program of study for admission to an approved postgraduate internship and as a prerequisite to membership. Basic courses are required in physiology, bacteriology, chemistry, and food and nutrition. Additional required courses emphasize four areas of specialization: (1) therapeutic and administrative dietetics, (2) management, (3) therapeutic and clinical dietetics, and (4) community nutrition. Details of the required curriculum may be obtained from the Division of Academic Services.

Information about the approved internship programs is available in the Office of Career Planning and Placement and from the Department adviser. These internships are ordinarily for twelve months.

The Merrill-Palmer Institute of Human Development and Family Life

The College is affiliated with the Merrill-Palmer Institute in Detroit, a private institution with a program centering on human development and human relations. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person and the entire life experience—from conception to old age—gives undergraduate and graduate students a unique opportunity to supplement their college curricula.

Students interested in various phases of child development, parent education, social service work, nutrition, extension, secondary-school, or other teaching may apply to the Institute.

Students should consult with their counselors regarding the amount of *in absentia* credit which may be received. Application blanks may be obtained from the Office of Career Planning and Placement and should be filed by April 15 in the academic year preceding attendance.

32 Procedures and Regulations

A limited number of fellowships for graduate study are available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the doctoral degree at Cornell under certain conditions. Students interested in the graduate program should consult the field representative in the Department of Human Development and Family Studies.

The Cornell University–New York Hospital School of Nursing

A combined course taken partly at the University in Ithaca and partly at the Cornell University–New York Hospital School of Nursing in New York City leads to the degree of Bachelor of Science in Nursing. Students should not apply to the College of Human Ecology anticipating transfer to the School of Nursing unless they have a special interest in the program of this College. These students are expected to combine courses in human ecology with those specifically required for entrance to the School of Nursing during the two years they are in the College. They must meet the same requirements in the first two years as must other undergraduate students: Freshman Humanities, and four credits of physical education.

Students wishing also the degree of Bachelor of Science in human ecology may receive credit toward that degree for certain courses taken at the School of Nursing and will return to Ithaca for additional study after completing their work at the hospital.

International Program

Study in any of the departments in the College may be combined with an interest in international or intercultural affairs. In some cases, there are specific courses in the College relating to international applications. Electives may be used to broaden knowledge of a given culture, e.g., Latin American history. Special seminars are held from time to time throughout the year for students and faculty interested in the development of international programs relevant to social conditions in other cultures at varying levels of development.

A Peace Corps intern program for seniors and master's candidates interested in volunteer service in Colombia, South America, was initiated in the fall of 1968. Information about the program may be obtained from the Division of Academic Services.

Procedures and Regulations

Preregistration

Students should use the preregistration period as a time for thoughtful planning of programs; it is expected that students will adhere to this preregistration program unless unusual circumstances make changes necessary.

The preregistration period each semester is used by students to plan their programs in consultation with their counselors and departmental advisers. Freshmen, sophomores, and transfers in their first year in the College

are required to confer with their counselors before preregistering. It is advised that juniors and seniors also discuss their plans with their counselors and departmental advisers.

Information on dates and procedures regarding preregistration are given in the *Student Guide*.

Registration: University and College

Registration permits for the fall term are sent to each student by the University registrar before the beginning of the term. With these are instructions for registration in the University. Any person who has not received registration cards by registration day should go in person to the Office of the Registrar to procure them.

Instructions for University registration in the spring term will be announced by the registrar.

Instructions for registration in the College are issued by the College Office of Records and Scheduling. Information about dates, procedures, and fines for late registration are given in the *Student Guide*.

Special Students follow the same procedure for registration as regular students.

A student cannot receive credit for a course without having registered for it in the Office of Records and Scheduling. A student who attends a class without formal registration receives no credit for the course.

Use of Petitions

A student wishing to deviate from the regulations of the College may petition the Committee on Academic Standing or the Committee on Undergraduate Education, depending on the nature of the petition. The *Student Guide* gives information about appropriate types of petitions.

Petitions must be filed well in advance of the time a student requires a reply in order to permit Committee review. When a petition is denied, the student has the privilege of requesting an opportunity to appear before the Committee to present his case and appeal the decision. Students may obtain petition forms from their counselors.

FINES

Students who fail to follow appropriate procedures may be subject to fines. Information about these is given in the *Student Guide*.

Laboratory. The student is entitled to the normal amount of materials required for a course and an allowance for breakage. No additional charge should be incurred by a student who is careful in the use of supplies and equipment. Costs incurred in excess of these allowances will be charged against the student by the department.

Library. Fines are assessed for failures to comply with the rules relating to the use of library books. If fines are not paid promptly at the library, payment is enforced by the University treasurer.

34 Procedures and Regulations

Grades

In the University the following grading system is used for final grades in undergraduate courses: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The lowest passing grade is D-. A quality point equivalent is assigned to each letter grade for purposes of ranking and selection of honors as follows:

Letter grade	Quality point equivalent	Letter grade	Quality point equivalent
A+	4.3	C	2.0
A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	0.7
B-	2.7	F	0.0
C+	2.3		

Final grades of S and U may be given to undergraduates under certain conditions. Details of these are given in the *Student Guide*.

The grade of *incomplete (Inc.)* is assigned if the work of a course is not completed but, in the judgment of the instructor, the student has good reason for the deficiency and has shown evidence of ability to complete the work of the course satisfactorily.

If a student fails to complete the course work for an *incomplete* before the expiration of two terms and a summer session, he loses the opportunity to change the grade, and it will remain permanently as an *incomplete* on his record.

At the end of the fall term a student may call for a statement of grades at a place to be announced by the registrar. Final spring term grades will be mailed to the student early in the summer.

The official record of the student's credits is in the Office of the University Registrar, to whom request for transcripts of record bearing the University seal must be made.

Academic Standing

The faculty Committee on Academic Standing reviews the records of students whose academic work is considered unsatisfactory. A quality point cumulative average of 1.70 (C-) or better is required for graduation. At the end of each semester, a student will be considered as not making satisfactory progress who had less than a 1.70 (C-) quality point average and/or has passed less than twelve hours (unless the Committee has already granted permission to carry less than twelve hours).

The kinds of disciplinary action imposed by the Committee on Academic Standing for unsatisfactory work include warning, suspending the student for a specified length of time, or asking the student to leave the University.

When any one of these actions is taken, the student may request an opportunity to appear before the Committee to appeal the decision. Parents are notified of Committee decisions regarding academic standing.

Attendance and Absences

Regular attendance at lectures, recitations, and laboratory periods is expected throughout each term, beginning with the first day of instruction. In all cases of absence from class, the student is responsible for explaining the reason for absence directly to the instructor concerned. The instructor will decide whether the work may be made up. Any student who has been ill in Sage Infirmary should keep the slip issued by Sage Infirmary when discharged and present this to instructors when explaining the absence.

A student whose record shows persistent absence may at any time be dismissed from the College on recommendation of the Committee on Academic Standing.

Examinations

The schedule of term examinations is prepared in the Office of the University Registrar. There is to be no deviation from this except to avoid conflicts.

In the College, exemptions from examinations may be granted to superior students at the discretion of the instructor concerned.

Leave of Absence or Withdrawal

If a student finds it necessary to withdraw from the University, application should be made at the Office of Records and Scheduling for a leave of absence or a withdrawal.

A leave of absence is granted for one semester only. At the request of the student it may be extended for a second semester. If the student does not indicate intention to return before the beginning of the third term, the student's record will be closed by a withdrawal.

A student who wishes to reenter at a later date, having made a withdrawal must reapply through the College's Committee on Admissions. Application should be made, if possible, at least two months in advance of the date the student wishes to return.

Study *In Absentia*

By action of the faculty of the College, all study taken away from Cornell University after matriculation in the New York State College of Human Ecology and applied as credit toward a Cornell degree will be considered as study *in absentia*. In general, such study may not exceed fifteen credit hours. Work taken at other institutions in regular session, summer session, or while on leave of absence will be counted in the fifteen hours. A fee of

36 Graduate Study

\$12.50 will be charged for study *in absentia* during the fall or spring semesters, but not during summer session unless the summer registration is for more than eight credits. Study in the Cornell Summer Session is not considered as *in absentia*.

The regulations concerning study *in absentia* are the same for transfers as for other students, except that students who enter as transfers from other institutions will be required to complete at least sixty credits at Cornell, of which at least twenty must be in human ecology (see p. 17).

Students wishing to study *in absentia* should consult the *Student Guide* for information about the procedures to follow.

Commencement

Students who complete their work for the degree in February or September may participate with their class in the Commencement exercises in May if they wish to do so.

Graduate Study

The Graduate School has jurisdiction over all graduate work and any degree beyond the first degrees given by any college or school of the University. Students interested in advanced study related to human ecology must, therefore, be admitted to the Cornell University Graduate School and carry out their work in conformity with its rules and regulations.

The Graduate School faculty is made up of the appropriate faculty members of the various colleges and schools of the University. Those faculty members of the New York State College of Human Ecology who are also faculty members of the Graduate Schools are responsible for graduate work offered in the human ecology fields. Programs leading to the degree of Master of Arts or Master of Science are offered in all of the following Fields, and the degree of Doctor of Philosophy in all except the second one named: Consumer Economics and Housing, Design and Environmental Analysis, Education*, Human Development and Family Studies, Human Nutrition and Food. The Ed.D. and M.A.T. professional degrees are also offered in Education.

It is necessary for an applicant to indicate the Field in which he expects to major because the faculty of that Field must recommend admission. Note that there is no general Field of human ecology.

Since students registered in the Graduate School may use the facilities in any of the colleges, graduate programs have great flexibility. Students majoring in the above Fields frequently carry minors in related Fields outside the New York State College of Human Ecology. Students majoring in other areas may carry minors in the Fields within human ecology.

* Offered in the Department of Community Service Education.

Emphasis is placed on education for scholarly, scientific, and other creative pursuits. Independent study and research are important aspects of each student's program.

Each candidate for an advanced degree has a Special Committee of faculty members that helps to develop a program based on the candidate's educational background and professional goals. There is no curriculum prescribed for all candidates.

Each Graduate School faculty member is associated with at least one of the Fields of instruction. The Fields are grouped into four areas: humanities, biological sciences, physical sciences, and social sciences. Students registered in the Graduate School with a major concentration in subjects offered at the graduate level by the departments in the New York State College of Human Ecology are in the Graduate School area of either biological or social sciences.

Biological sciences area: Field of Human Nutrition and Food. Social sciences area: Fields of Consumer Economics and Housing, Design and Environmental Analysis, Education*, Human Development and Family Studies, Human Nutrition and Food.

Requirements for Admission

To be admitted to the Graduate School, the applicant must have a bachelor's degree or the equivalent from a college or university of recognized standing and must show promise of ability to engage in advanced study and research in the field of his special interest. Most Fields require applicants to include test scores with their credentials.

Degree Requirements

Each candidate's program includes a major and one or two minor subjects of study. (For each Field there is an approved list of major and minor subjects.) The course and other requirements for the major and minor subjects vary somewhat depending on the candidate's previous education and his purpose in undertaking graduate study.

Requirements for graduation are stated in terms of qualifying examinations, final examinations, and residence units. In most cases a thesis or essay is required. Some degrees also specify language proficiency. A residence unit is obtained for one semester of full-time satisfactory study as approved by the student's Special Committee. As specified below, study must be completed while the candidate is in residence at the University.

Every student has the opportunity to engage in original research in fulfilling the thesis requirement. This research may or may not be related to ongoing research in the College. If related, as is frequently the case, part of the cost may be defrayed by the department in which the research is being conducted.

* Offered in the Department of Community Service Education.

38 Graduate Study

Further details pertaining to degree requirements are given in the *Announcement of the Graduate School*. The *Announcement* also gives information concerning tuition and fees, living arrangements, health facilities, and other items of concern.

Master's Degree

Candidates for the M.A. or M.S. degree must offer one major and one minor subject. A minimum of two residence units, a satisfactory thesis, and a final examination are required. A well-prepared candidate studying full time for twelve months may be able to complete the requirements for the Master's degree, but more time usually is required. Candidates holding assistantships customarily stay for two academic years. The degree must be completed within a four-year period.

Doctoral Degree

One major and two minor subjects are required for the Ph.D. degree. Six residence units (some of which may be transferred from previous advanced study), a satisfactory dissertation, and qualifying and final examinations are required. Each Field determines its language requirement. The degree must be completed within a seven-year period.

Research

The research program in human ecology plays a vital role in the graduate program, since many research projects provide educational opportunities for students. In some departments of the College, seminars are organized around a particular research project to enable students to discuss and develop ideas from research. Ongoing research projects often provide segments of study that appropriately may be individual thesis problems.

Resources for Graduate Study

LIBRARIES. Cornell University's library system, among the ten largest in the United States, is a resource of major importance to the work of its faculty and graduate students. It includes several specialized collections that enrich advanced study in related fields of human ecology.

COMPUTING CENTER. The University maintains a computing center that is outstanding for its high-speed equipment. This equipment is available for graduate student use.

ASSISTANTSHIPS, SCHOLARSHIPS, AND FELLOWSHIPS. A number of assistantships, scholarships, and fellowships are available in human ecology. An announcement of these is published annually by the College.

Assistantships require service to a department and provide valuable apprenticeship experience in research or teaching. They may be for nine or twelve months.

Fellowships and scholarships do not require services. See list of graduate fellowships, scholarships and loans on pp. 48-50 of this *Announcement*.

FOR FURTHER INFORMATION regarding graduate work, write for the following: *Human Ecology Graduate Assistantships in Teaching and Research, Fellowships, and Scholarships*. This publication may be obtained from the Office of the Associate Dean for Graduate Education and Research, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

The *Announcements of the Graduate School* are published in four volumes: *Social Sciences, Biological Sciences, Physical Sciences, and Humanities*. Indicate the area of your interest when you request information. The *Announcements of the Graduate School* may be obtained by writing Cornell University Announcements, Day Hall, Ithaca, New York 14850.

Living Arrangements

Cornell University provides its students with a variety of residential halls ranging from large units to small houses and cooperatives.

There are no mandatory meal plans. The University maintains a number of dining services in various locations on campus, thus enabling students to eat when and where they may choose. Optional dining plans are offered for those who wish to prepay some of their board costs rather than paying cash for each meal. A description of available plans will accompany the notice of room assignment.

Freshmen men and women are required to live in University residence halls. Students who are married, or over twenty-one years of age, or who reside with their parents within commuting distance of the campus, may request exemption from this requirement by writing the Office of the Dean of Students, Barnes Hall, Cornell University, Ithaca, New York 14850. Requests for exemptions on the basis of other special circumstances should also be made in writing to the Office of the Dean of Students.

Beyond the freshman year, students, including entering transfers, may elect to live in University residences, fraternities, sororities, cooperatives, or privately owned apartments located off-campus.

Detailed information on University residence halls and an application for housing accommodations will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions.

A limited number of housing accommodations are available for graduate students and married students. Further information and application blanks may be obtained by writing Student Housing Services, 223 Day Hall, Cornell University, Ithaca, New York 14850.

Health Services and Medical Care

Health services and medical care for students are provided in two Cornell facilities: the Gannett Medical Clinic (outpatient care) and the Sage Infirmary (hospital care).

Students are entitled to unlimited visits to the Clinic. Appointments with individual doctors at the Clinic are encouraged and may be made by calling or coming in person to the Clinic. An acutely ill student will be seen promptly, with or without an appointment. Students are also entitled to most laboratory and x-ray examinations indicated for diagnosis and treatment when prescribed by University physicians, hospitalization in Sage Infirmary with medical care for a maximum of fourteen days each term, and emergency surgical care. The cost of these services is covered in the General Fee.

On a voluntary basis, insurance is available to supplement the services provided by the General Fee. For further details, including charges for special services, see the *Announcement of General Information*.

If the student's health, in the opinion of the University authorities, makes remaining in the University unwise, the student may be required to withdraw.

Library

The State Colleges of Agriculture and Human Ecology are served by the Albert R. Mann Library with approximately 400,000 volumes. The Mann Library is supplemented by the other libraries of Cornell University, containing about 3,500,000 volumes. Many of these volumes also relate directly to subjects dealt with by these State Colleges.

In addition to materials on applied agriculture and human ecology, the Mann Library contains extensive collections dealing with such related sciences as botany, biochemistry, bacteriology, genetics, entomology, and nutrition. It also includes large collections in economics, sociology, psychology, and education, and smaller collections on a variety of other subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications; more than 11,000 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 750 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 380 persons. Also on this floor are rooms for small groups studying together, and the Ellis Room, containing books and periodicals for leisure reading. On the second floor are the reference, bibliography, and periodical reading rooms, copying service, a room where typewriters may be used, offices and work rooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies.

Scholarships, Educational Grants, Prizes, Loans

Students in the New York State College of Human Ecology are eligible to compete for certain scholarships that are open to undergraduates in any college of Cornell University, and for a number of scholarships available particularly to students in the College of Human Ecology.

Incoming *freshmen* must apply by January 1 through the Office of Admissions, Day Hall. Financial aid application forms are mailed to all who apply for admission to the University. This procedure covers all freshman scholarships except the Grace Schermerhorn Scholarship. See p. 44.

Upperclassmen should apply by early March through the Office of Scholarships and Financial Aid to be considered for all possible scholarships, both those offered through the College of Human Ecology and University scholarships awarded through the Office of Financial Aid. *The deadline is April 15.*

One application is sufficient for a student to be considered for the available awards. Since the awards are made on a one-year basis, however, students must reapply each year.

Decisions on awards for entering freshmen are made in the middle of April, and notification is sent to the applicant about the same time as the acceptance for admission.

Decisions on scholarship awards for upperclassmen are made by the College of Human Ecology Awards Committee early in June; by the Office of Scholarships and Financial Aid during the summer.

The scholarships available particularly to students in the New York State College of Human Ecology are described in the following pages. Unless otherwise stated for an individual scholarship, all of these awards are made in recognition of financial need, leadership, and academic achievement. The amounts quoted are approximations.

A quality point cumulative average of 2.85 or better is required for scholarship awards. A recipient is expected to maintain a 2.85 quality point average during the first semester the student holds the scholarship in order to have the scholarship continued.

Human Ecology scholarships available to entering students are the Sears-Roebuck Scholarships, the Eastern Milk Producers Cooperative Scholarships, the Human Ecology Alumni Elizabeth Lee Vincent Scholarship, the Grace Schermerhorn Scholarship, the Helen H. Shedrick Scholarship, and several of the tuition scholarships for nonresidents.

Home Bureau Scholarships and Educational Grants

The income from thirteen funds established by the New York State Federation of Home Bureaus provides a large group of scholarships and educational grants annually. The Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds provide scholarships. All the other Home Bureau funds may be used to award either scholarships or educational grants. A quality point cumulative average of 2.85 or better is required for the award of a scholarship, though this is not necessary for a grant.

42 Scholarships and Other Aid

All the Home Bureau scholarships and grants are open to sophomores, juniors, and seniors. Preference is given to those from Upstate New York and Long Island. However, students from any part of the state, preparing for work in any branch of the home economics professions, are considered eligible.

The Home Bureau funds were established as a result of dime contributions from members of the Home Bureaus throughout the counties of Upstate New York and Long Island.

Awarded as Scholarships

THE MARTHA VAN RENSSELAER SCHOLARSHIP was established in 1932 and was named in honor of the first director of home economics at Cornell. Miss Van Rensselaer was a moving spirit in the organization of the Federation of Home Bureaus. She was a pioneer in the development of extension work and in the establishment of home economics at the college level. In 1923 she was chosen as one of the twelve greatest women in the United States by a committee appointed by the League of Women Voters. The amount is at least \$500.

THE FLORA ROSE SCHOLARSHIP. With Miss Van Rensselaer, Miss Rose was codirector of home economics through its development into a college. After Miss Van Rensselaer's death, Miss Rose was director of the College until her retirement in 1940. The scholarship was established in 1939. The amount is at least \$500.

THE RUBY GREEN SMITH SCHOLARSHIP was established in 1935 and honors a former state leader of Home Demonstration Agents (1932-42), and counselor of the New York State Federation of Home Bureaus. Mrs. Smith was the author of the Home Bureau Creed and the International Creed of Associated Country Women of the World. The amount is at least \$500.

Awarded as Scholarships or Educational Grants

THE CARRIE GARDNER BRIGDEN AWARD was established in 1923 and first awarded in 1927-28. It honors the first president of the New York State Federation of Home Bureaus. The amount is at least \$600.

THE NETTIE M. ROODS AWARD was established in 1943 and first given in 1945-46. It honors a former treasurer of the New York State Federation of Home Bureaus, and chairman of the Federation scholarships committee for many years. The amount is at least \$500.

THE ANNA GAGE PUTNAM AWARD, established in 1945, honors a member of the first Board of Directors of the New York State Federation of Home Bureaus. Mrs. Putnam was for seven years the secretary of the Federation. The amount is at least \$500.

THE MARTHA H. EDDY AWARD, established in 1946, honors a former president of the New York State Federation of Home Bureaus. She was a member of the Saratoga County Home Bureau from the time of its organization and was one of the College counselors of the Federation. The amount is at least \$500.

THE ANN PHILLIPS DUNCAN AWARD, established in 1940, honors one of the first home demonstration agents in the state. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. The amount is at least \$500.

THE ELIZABETH MacDONALD AWARD, established in 1947, honors a former president of the New York State Federation of Home Bureaus. Mrs. MacDonald was for ten years director of the Associated Women of the American Farm Bureau Federation. The amount is at least \$500.

THE ELIZA KEATES YOUNG AWARD, established in 1948, honors the third president of the New York State Federation of Home Bureaus. Mrs. Young was for many years a member of the Legislative Forum Committee. Her efforts in Albany helped to obtain state funds for the building of Martha Van Rensselaer Hall. Mrs. Young also was prominent in work with the Associated Country Women of the World. The amount is at least \$500.

THE CORA L. TYLER AWARD, established in 1949, honors the sixth president of the New York State Federation of Home Bureaus. The amount is at least \$500.

THE EVALYN F. GATCHELL AWARD, established in 1951, honors the seventh president of the New York State Federation of Home Bureaus. Mrs. Gatchell was present at the meeting in 1919 called to organize the Federation. She represented the Rural Women of the United States at the Peace Bridge at the unveiling of the bronze plaque, given by the Associated Country Women of the World, commemorating 150 years of peace between the United States and Canada. The amount is at least \$500.

THE EDITH P. WAGENBLASS AWARD was established in 1952. It is named for the eighth president of the Federation. Mrs. Wagenblass was also chairman of the organization committee for a home bureau in Wyoming County. The amount is at least \$500.

Human Ecology Alumni Association Scholarships

THE HUMAN ECOLOGY ALUMNI MARTHA VAN RENSSELAER SCHOLARSHIPS are given in honor of Martha Van Rensselaer, the first director of home economics at Cornell. The fund was established by the Alumni Association of that College in 1941. The fund was doubled in 1960 through a bequest of Miss Flora Rose who was codirector of the College with Miss Van Rensselaer and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students. The amount of each award is at least \$400.

THE HUMAN ECOLOGY ALUMNI ELIZABETH LEE VINCENT SCHOLARSHIP was established in 1953 by the Alumni Association of the College in honor of Miss Vincent upon her retirement as dean of the College. The \$200 award is made to an entering freshman.

44 Scholarships and Other Aid

THE HELEN G. CANOYER SCHOLARSHIP was established in 1968 by the Alumni Association of the College in honor of Miss Canoyer upon her retirement as dean of the College. The award is made annually to a female or male, junior or senior student in the New York State College of Human Ecology. The amount is approximately \$350.

Other Scholarships

TWO AMERICAN AGRICULTURIST FOUNDATION SCHOLARSHIPS of \$200 each were established in December 1970 by the American Agriculturist Foundation, Inc., to be awarded to undergraduate students, especially those from families directly involved in farm industry. Priority will be given to those students transferring from two-year colleges to the New York State College of Human Ecology.

TWO SERBY-GILDEA SCHOLARSHIPS were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48.

The scholarships are administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

THE SUFFOLK HOME ECONOMICS EXTENSION AWARD was made possible by the voluntary contributions of Cooperative Extension members in Suffolk County. It may be given as either a scholarship or as an educational grant. Any New York State junior or senior planning a career in teaching or Cooperative Extension may apply. Preference is given to students from Suffolk County provided their qualifications compare favorably with those of other applicants. The amount is \$400.

THE ROBERT M. ADAMS 4-H MEMORIAL SCHOLARSHIP was established in memory of Professor R. M. Adams by the 4-H Clubs of New York State in 1938. The scholarship yields approximately \$100 a year. Students who are state residents are eligible to apply after their first year in college, and those who have been 4-H Club members are given first consideration.

THE EASTERN MILK PRODUCERS SCHOLARSHIPS. Two scholarships of \$250 each were established in January 1960 by the Eastern Milk Producers Cooperative Association, Inc., to be awarded either to freshmen or upper-classmen. Entering freshmen are eligible to apply for the scholarships provided that they rank in the upper two-fifths of their high school graduating class. Financial need, evidence of outstanding character, and leadership ability are considered in making the awards. Preference is given to daughters of members of the Eastern Milk Producers Cooperative Association. A freshman applicant who is the daughter of a member of the Eastern Milk Producers Cooperative Association should note this on the scholarship application.

THE GRACE SCHERMERHORN SCHOLARSHIP was established in 1926 by the Association of Homemaking Teachers of the New York City Elementary

and High Schools in memory of a former director of homemaking education there. It is awarded to a student from the New York City schools who has been accepted for admission to the New York State College of Human Ecology. To be eligible to apply, a student must be outstanding in scholarship and character, must indicate a desire to teach home economics in the New York City schools, and must be suggested by the teacher of home economics in her particular high school to the scholarship chairman of the Association of Home Economics Teachers of New York City. The Executive Board makes the final choice in the selection of a candidate. The amount is approximately \$350.

SEARS ROEBUCK SCHOLARSHIPS, established in 1950 by the Sears Roebuck Foundation, annually provide awards of not less than \$200 to students who have decided on careers in home economics following graduation. Preference is given to students who are entering teaching or are planning careers as home economists in urban or rural poverty areas.

THE DANFORTH LEADERSHIP TRAINING SCHOLARSHIP has been awarded annually since 1941-42 to an outstanding freshman in the College. It provides two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan.

THE HELEN H. SHEDRICK SCHOLARSHIP was established in 1967 at the bequest of Howard H. Shedrick. This scholarship aid is for deserving and needy women students in this College. Preference is first given to students from the village of Williamsville; second, to students from the county of Erie; third, to students from the state of New York. The amount is approximately \$700.

THE KURTZ-McCORMIC MEMORIAL SCHOLARSHIP was established by the Student-Faculty Committee in the New York State College of Home Economics in 1967 in memory of Carol I. Kurtz and Anne C. McCormic, two students in the College of Home Economics who lost their lives in a fire at the Cornell Residential Club, April 5, 1967. The scholarship is to be awarded annually to one junior or senior student in the New York State College of Human Ecology and the amount is at least \$250.

THE ERNESTINE BECKER MCCOLLUM SCHOLARSHIP was established in 1964 at the bequest of Professor Emeritus Elmer Verner McCollum. The scholarship is awarded to an undergraduate woman student in any of the departments of the New York State College of Human Ecology. The recipient is selected on the basis of scholarship and high character, and the amount of the award depends upon demonstrated financial need. The amount available is \$700.

THE FLEISCHMANN SCHOLARSHIP is awarded to an incoming junior or senior who shows the greatest promise in furthering an education in journalism with a major in the New York State College of Human Ecology and a minor in journalism. The amount is approximately \$1,000.

46 Scholarships and Other Aid

NASSAU COUNTY HOMEMAKERS COUNCIL SCHOLARSHIP is made possible by contributions from the chapters of the Homemakers Council which were formerly extension units in Nassau County. The award is given to a junior or senior from New York State and preferably from Nassau County or Long Island. Preference is given to a student preparing for a career in community service, such as teaching in public school or Cooperative Extension. The 1970-71 award was for \$500.

TUITION SCHOLARSHIPS FOR NONRESIDENTS. Eight scholarships giving waiver of tuition for the year are open to students who are not residents of New York State. Three give preference to foreign students. Financial need and academic achievement are considered.

For information concerning graduate fellowships and scholarships, see p. 48.

Educational Grants

HOME BUREAU EDUCATIONAL GRANTS. By action of the New York State Federation of Home Bureaus in the fall of 1960 all Home Bureau funds except the Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds may be used to award either scholarships or educational grants (see p. 42). Academic average is not specified for these grants.

THE SUFFOLK HOME ECONOMICS EXTENSION AWARD (see p. 44).

THE ONTARIO COUNTY HOME ECONOMICS EDUCATIONAL GRANT was established in 1961 through the contributions of enrollees in the home economics program of the Cooperative Extension Association of Ontario County. The grant of \$200 is awarded to a junior or senior who is a resident of New York State, preference being given to students from Ontario County.

ALUMNI ASSOCIATION CASH AWARDS. A small fund is maintained by the Alumni Association of the College from which worthy undergraduate and graduate students under financial pressure may receive limited amounts. Applications should be made through the chairman of the Alumni Committee on Scholarships on blanks available in the Office of Records and Scheduling.

Prizes

THE FLORA ROSE PRIZE FUND was endowed by an anonymous donor in December 1967 to honor Professor Flora Rose. The prize is to be awarded annually to the upper-class student at Cornell University who in the opinion of the dean of the New York State College of Human Ecology or his delegate shall demonstrate the greatest promise for contributing to the growth and self-fulfillment of future generations. Approximate value \$125.

THE PAUL R. GULDIN MEMORIAL ENDOWMENT was established by Mrs. Paul R. Guldin as a memorial to her husband, a graduate of the New York State College of Agriculture in 1912. Its aim is to encourage undergraduate

students in the Colleges of Agriculture and Human Ecology to become interested, and to take part, in the development of a more adequate rural leadership. The income supports a contest for the best original articles or stories (written by undergraduates in these colleges and published in the *Cornell Countryman*) that contribute to the purpose of the endowment. The contest includes all issues of the magazine for the academic year. A first prize of \$75, a second prize of \$50, and a \$10 prize for honorable mention are available. Awards will be made not later than June 1 by a committee from the faculty, appointed by the dean.

THE ELSIE VAN BUREN RICE HOME ECONOMICS PUBLIC SPEECH STAGE was endowed by the late James E. Rice, professor of poultry husbandry, to further the preparation of students in the College for participation in public affairs. Students in good standing have had opportunity to participate in this public speaking contest for a first prize of \$100 and a second prize of \$25.

A publication concerning prizes offered in the University and open to competition by students in the New York State College of Human Ecology may be obtained from the Visitor Information Center, Day Hall.

Loans

Student loan funds are available through the Office of Scholarships and Financial Aid, Day Hall, and application may be made through that office.

FLORA ROSE LOAN FUND. In 1942 a revolving account for financial aid to students in this College was established through a gift from Miss Flora Rose, director of the College until 1940. The fund is administered through the Office of Scholarships and Financial Aid, Day Hall.

THE ESTHER STOCKS LOAN FUND. Through the bequest of Mrs. Marion Houghtelin Hart of Winter Park, Florida, this fund was established in 1961 for the use of graduate students in preschool education in the New York State College of Human Ecology. Students wishing to use the fund should contact the Office of Scholarships and Financial Aid, Day Hall, or the chairman of the Department of Human Development and Family Studies.

LAMBDA CHAPTER OF EPSILON SIGMA PHI, a national honorary fraternity for Cooperative Extension personnel, maintains a small loan fund. The first priority for loans is to members of the Cooperative Extension staff in New York State who are on study leave. Loans are also available to members of the immediate families of Epsilon Sigma Phi members and New York State Cooperative Extension staff. George Zonitch, East Roberts Hall, is chairman of the loan fund committee.

Graduate Assistantships, Fellowships, Scholarships, Loans

Graduate assistantships, available in each of the departments of the New York State College of Human Ecology, offer opportunities for a number of students to gain experience in college teaching, in preparation of teaching material, or in research. Applications for admission to the Cornell Graduate School and for fellowships and scholarships are made on one form. Applications for assistantships are made on a separate form. Both applications may be obtained from the department in which the applicant plans to study by writing to the head of that department, or to the Office of the Associate Dean for Graduate Education and Research, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850. Application forms for admission also may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. All applications should be returned to the Graduate School. Applicants must be accepted in the Graduate School before or concurrently with the award of assistantships and fellowships.

University fellowships, both junior and senior, are available to graduate students in the fields of human ecology in competition with graduate students in other fields of the University. (See *Announcement of the Graduate School* for further information.) In addition, certain fellowships and scholarships are available specifically for graduate students in human ecology.

Applications for assistantships should be filed as early as possible, preferably by January 25. Applications for fellowships and scholarships are due February 1. Awards are announced for both assistantships and fellowships by April 1.

The fellowships and scholarships listed below are available to qualified graduate students in human ecology.

GENERAL FOODS FUND FELLOWSHIPS. Fellowships for graduate study in the New York State College of Human Ecology were established in 1956 by the General Foods Fund, Inc. Applicants may major in any field in the New York State College of Human Ecology and may register for either the Master's or Doctor's degree. This grant may be awarded as two \$1,750 fellowships, or as one \$3,500 fellowship for a doctoral student. This is not an annual award; it was awarded in 1970-71 and will be offered in 1971-72.

THE KATHARINE WYCKOFF HARRIS FELLOWSHIP was established in 1956 through a bequest of Miss Katharine Harris, a graduate of the College and for many years head of the Department of Institution Management. It was awarded for the first time in 1957-58. The fellowship is available to candidates who are majoring or minoring in human ecology fields. Preference is given to candidates whose major interest is in the graduate field of human nutrition and food. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Approximate value \$3,200.

THE HERBERT AND LILLIAN POWELL FELLOWSHIP was established through an endowment in memory of Mrs. Powell's sister, Miss Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a Protestant woman in the field of home economics. Master's and doctoral degree candidates are equally eligible. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. The approximate value of the award is \$2,500.

THE FLORA ROSE FELLOWSHIP was established to encourage capable people who have professional home economics experience to return for advanced study. Awarded for the first time in 1963-64, the fellowship is available to candidates with majors in any field in human ecology. Doctoral candidates are given preference. Alumni are given preference among candidates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. The total value is at least \$1,500.

HUMAN DEVELOPMENT AND FAMILY STUDIES. Twelve National Institute of Mental Health traineeships are available for Ph.D. candidates with major interest in this field. All applicants are asked to take the Graduate Record Examination. Total values: \$2,750 to \$3,950.

HUMAN NUTRITION AND FOOD. United States Public Health traineeships in administrative dietetics or nutrition are available to full-time graduate students who are United States citizens and who have completed a dietetic internship approved by the American Dietetic Association.

These traineeships provide tuition, fees, and a minimum stipend of \$2,400 per year.

THE GRACE STEININGER FELLOWSHIP FUND is available to candidates for advanced degrees who are majoring in the area of human nutrition and food. Preference is given to doctoral candidates. Approximate value \$3,400.

THE HELEN CANON SCHOLARSHIP is available to candidates for advanced degrees who are majoring in the area of household economics and management. The scholarship is named for the former head of the Department of Household Economics and Management and is provided by the interest on an endowment fund established in her memory in 1958 by her sister, Miss Eva Tolman Canon, and by Miss Beulah Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Approximate value \$1,500.

TWO SERBY-GILDEA SCHOLARSHIPS were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48.

The scholarships are to be administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meets the scholarship standards of the College Awards Committee. Each award is \$500.

50 Scholarships and Other Aid

THE MABEL A. ROLLINS SCHOLARSHIP is available to candidates for advanced degrees who are interested in studying either economic or managerial problems of families. The scholarship is named for the head of the former Department of Household Economics and Management. It was awarded for the first time in 1970-71 and has a value of at least \$250.

THE ANNA CORA SMITH SCHOLARSHIP. In 1930 two research fellowships were established through the will of Mrs. Cora Smith, widow of Professor Clinton DeWitt Smith, a graduate of the College of Agriculture. One fellowship was to be awarded to young women for research work in home economics problems. The other was to be the Clinton DeWitt Smith Fellowship in agriculture.

By the terms of the will the research in home economics was to be "not necessarily under the supervision of teachers of practical home economics, but possibly, or even probably, in the study of some economics problem under other professors; as for instance some problem in the chemistry of foods, or similar research that shall aim to add to home economics knowledge and make all its teachings more useful both to the State and to the individual." The selection of candidates is based not only on scholarship and need but on fitness for research work. Although the bequest was essentially for graduate students, its terms left freedom for consideration of others as well. Approximate value \$1,000.

THE RUTH ADA BIRK EASTWOOD SCHOLARSHIP is available to candidates for advanced degrees in the area of household economics and management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Mrs. Ruth Ada Birk Eastwood, a former graduate assistant in the Department of Household Economics and Management. Approximate value \$1,500.

Description of Courses

The courses in the College of Human Ecology are numbered according to the following system.

A new system of numbering courses was initiated in the College of Home Economics in September 1966. The new system is described below.

100-299: Courses primarily for underclassmen (freshmen and sophomores). Includes introductory courses; 200 courses may carry prerequisites of courses or class.

300-499: Courses primarily for upperclassmen (juniors and seniors) and graduate students.

500-599: Courses primarily for graduate students.

600-699: Courses restricted to graduate students.

In July 1969 the departmental organization of the College was changed resulting in five departments: Community Service Education, Consumer Economics and Public Policy, Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. This reorganization necessitated the renumbering of courses. Former course numbers appear in parentheses in the course descriptions which follow. Some courses are listed as interdepartmental (see below). A complete listing of old and new numbers and of courses offered in 1968-69, 1969-70 which are no longer available appear on p. 95.

Interdepartmental Courses

Interdepartmental courses may be counted in the fifteen credits required outside the major department.

312 (HEM 312) Decision Making in the Family. Fall and spring terms. Credit three to four hours. S/U grades optional. A family sociology course such as HDFS 162 or Sociology 343 is recommended. T Th 1:25-3:20, and other hours to be arranged. Misses Davey and Walker.

Decision making is studied in relation to the formation of family goals and the means the family uses to achieve the goals. Factors that expand and limit alternatives are examined as well as decision-making processes. Field trips are included to study the interrelationship of values, goals, and resources in managerial decision making.

Managerial concepts are applied in a variety of situations. The number and type of

experiences determine the credit and course fee. Experiences include: (a) observation of family decision making and the integrative function of management through working with a family in the solution of a managerial problem; (b) participation in a small group that lives together and makes and implements decisions relative to some of the resources and activities associated with family living; and (c) exploration of other managerial problems to meet students' interests and needs.

Suggested for students preparing for positions in social work, Cooperative Extension, and other helping professions. Required of students in the interdepartmental major for teachers of home economics.

Maximum course fee is \$30.

350 Man in Contemporary Society. Fall and spring terms. Credit four hours. S/U grades optional. Not open to freshmen and sophomores. W 7-9 p.m. and hours to be arranged. Miss Rhodes.

An interdisciplinary approach to problems of man in and interacting with his physical, biological, and social environment. Analysis of the interaction of the physical, biological, and social dimensions of selected problems of man; implications of these interactions for individuals and families in society.

413 (HEM 313) Resource Management for Exceptional Families. Spring term. Credit two to four hours. Prerequisite: a course in management, such as ID 312, or concurrent one credit special problem on T Th 1:25-3:00 for the first six weeks of the semester. T 9:05-9:55 and Th 9:05-11:00. Misses Davey, Steidl, and Walker.

Examination of special managerial problems faced by families with exceptional imbalances in different resources. Analysis of techniques of compensating for resource limitations in families in poverty, with health handicaps, with young mothers in the labor force, one-parent families, student couples, and retired couples. Students are expected to work independently in assembling and evaluating materials relevant to resource management. Case studies. Field trips.

Suggested for students preparing to work with families in health and rehabilitation programs, social work, geriatrics, adult education programs, and financial counseling.

Students desiring a field experience consult the instructors and register for three or four credits, with permission. Field experiences build upon student's specialization within Human Ecology.

52 Community Service Education

Division of Academic Services

Donald J. Barr, Chairman

300 (CS 300) Special Studies for Under-graduates. Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

400 (CS 400) Special Studies for Under-graduates. Fall and spring terms. Credit and hours to be arranged. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students, in advanced work not otherwise provided in the department. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

500 (CS 500) Special Problems for Graduate Students. Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and approved by the head of the department and the members of the staff in charge of the problem for independent, advanced work. Department faculty.

Community Service Education

Kathleen Rhodes, Acting Chairman; Mrs. Helen Nelson, Graduate Field Representative

The Department of Community Service Education focuses on the analysis of educational and social action processes and programs, especially those designed to help people improve the quality of everyday life. Faculty and students in the Department have in common a concern for understanding processes by which people make significant changes in their everyday behavior and in the near environment.

Professionals are needed who can design innovative programs for effecting change,

participate in the implementation of such programs, and analyze systematically their impact on people. Preparation of these professionals is a primary function of the Department.

The Departmental major includes options to prepare students to teach home economics* or health;† to work in social agencies or social action programs; or to perform educational roles in a variety of settings as diverse as a community-level youth organization or the consumer service arm of a major industry.

Students interested in the areas mentioned above should consult with faculty members in the Department or members of the departmental council for current information about programs. Requirements for the department and the interdepartmental major are also available from the Division of Academic Services.

The graduate program in Community Service Education is a part of the Field of Education. The general degrees M.S. and Ph.D. may be earned, as well as the professional degrees M.A.T. and Ed.D.

Students' programs emphasize concepts and methods of inquiry in those social sciences that have relevance for dealing with problems of program planning, implementation, and evaluation. For example, analysis of group processes and interpersonal interaction in task-oriented groups is an important concern. Of particular interest is the group whose task is related to education or to informal socialization of its members or to change in the environment.

Research currently underway includes: development, field testing, and assessment of a course designed to help disadvantaged youth prepare for the dual role of homemaker-wage earner; development and evaluation of training programs for paraprofessionals in the human services; cross-cultural studies relating educational and sociological factors to individual behavior and family development; and studies of characteristics of adolescents related to educational and vocational decision making. Faculty and students in the Department are also participants in interdepartmental research designed to identify factors associated with movement out of poverty.

Requirements for all graduate degrees in education, and the types of majors available, are stated in the *Announcement of the*

* Students with this interest who entered prior to September, 1970, follow the interdepartmental major for home economics teaching.

† The health option is not fully operative at present. It is anticipated, however, that students will be prepared to take the College Proficiency Examination in health for teacher certification.



A student teacher discusses her progress with the cooperating teacher.

Graduate School: Social Sciences. Students interested in the community service education program should so indicate on their application even though no major with this title is listed.* Applicants are required to submit scores on the aptitude test of the Graduate Record Examination; under certain circumstances, the Miller Analogies Test is an acceptable substitute for the G.R.E.

Sufficient assistantships are available in community service education to provide financial support as well as relevant professional experiences for many students. College and University fellowships are also available.

The Department has new and excellent facilities for teaching, research, and experimentation with educational technology. Co-operative relationships are maintained with schools in local and large urban centers for observation, participation, and research; similar relationships are being developed with a variety of other institutions and agencies concerned with human services.

203 Exploration in Individual Behavioral Change. Spring term. Credit three hours. M 1:25-2:15, W 1:25-3:05.

* Reorganization of Graduate Fields and majors is in process.

Designed as a basic course in the theory of individual behavioral change and as an introduction to the facilitative processes in helping relationships. Emphasis will be placed upon the theories and dynamics of behavioral change, role definition, self-understanding, and personal growth. The use of one-to-one helping techniques, role playing, and dyad and triad experiences will be included.

240 (HEE 240) Sophomore Seminar. Fall term. Credit one or two hours. M 2:30. Mrs. Miller.

Analysis of the role of a teacher in formal and informal situations. Determining needs of the adolescent based on biological and social growth and development. Examination of curricula and programs in home economics, health, consumer education, and related areas. Field trips and observations are included. An individual project may be developed for the second credit.

300 (HEE 300) Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One,

54 Community Service Education

signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

302 Organization of Community Services. Fall term. Credit four hours. Prerequisite: suitable community experience or organized community experience arranged through instructor, i.e., CSE 400, one credit. W 1:25–2:15, F 1:25–4.

The course focuses on the comparative analysis of community services. Attention will be directed to assessment of the need, and the development and use of community resources, particularly in relation to their educational function. The relationship among families, community services, and the governmental structure will be examined as well as the roles and interrelationships of individuals and groups within these systems. Effectiveness of the delivery of these services in relation to their functions will also be discussed.

325 (HEM 370) Health Institutions and Agencies as Providers of Family Health Care Services. Spring term. Credit three hours. S/U grades optional. M W 2:30–4:25.

Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies, and the part each can play in prevention, diagnosis, and treatment of disease and disability. Visits to institutions and contacts with local agencies will be made.

340 (HEE 340) Clinical Analysis of Teaching. Fall and spring terms. Credit one hour. Prerequisite or parallel: Education 411. W 2:30–4:25. Miss Minot.

Teaching episodes are analyzed in terms of principles of educational psychology. Emphasis is on a clinical analysis of teaching strategies and classroom interaction. Microteaching gives students an opportunity to develop technical skills of teaching and to develop self-evaluative ability in the analysis of teaching.

370 Issues in Social Welfare and the Current Social Work Scene. Spring term. Credit three hours. Open to sophomores, juniors, and seniors. T Th 11–12:30. Mr. Altman and Mrs. Webb.

Introduction to the field of social welfare and the various dimensions of social work practice. The subject matter will be handled in three phases. *Phase I:* A brief history and philosophy of American social welfare traced from the origins of English poor law. Glimpses of social welfare developments and programs through various periods in American history,

e.g. from the colonial period to the Civil War; expanding industrialism 1865–1890, age of reform 1890–1914, etc. *Phase II:* A critical examination of current and significant social welfare issues—public welfare; social security; exploding metropolis—housing; urban development, suburbia; deviant behavior; child and family welfare; poverty and services developed to deal with it; civil rights, etc. *Phase III:* the social work profession—a) fields of practice; b) public-private agency relationships; c) social policy and planning; d) programs focusing on prevention; e) programs focusing on delivery of services. Field observations will be included.

392 Research Design and Analysis. Fall term. Credit three hours. Prerequisite: HDFS 115 or basic course in psychology. T 12:20–1:10, Th 12:20–2. Miss Blackwell.

Basic concepts in research design and analysis are considered. Assignments and discussion focus on helping students to read research reports with greater understanding, and to contribute more effectively to program evaluation and other research enterprises. Actual experience with segments of evaluation/research include, among others: analysis of reports, variable definition and measurement, and data analysis and interpretation.

400 (HEE 400) Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

404 Identification and Use of Intervention Strategies with Individuals and Groups. Spring term. Credit four hours. M T F 12:20 and one hour to be arranged.

Concepts related to planned change; the change agent; the client system; application of valid knowledge to the client's problems; mutual goal setting; planned action; change agent-client relationships. Types of strategies for behavioral and organizational change. Mechanisms of change and the role of the change agent; creating motivation to change, determining family and individual goals, developing new responses; identifying components of change; stabilizing and integrating change; relationships between individual and organizational change; value dilemmas of the

change agent. Seminar and field observation consistent with each student's professional interests.

410 (HEE 410) The Human Ecologist as a Teacher. Spring term. Credit three hours. M F 1:25 and one hour to be arranged. Mrs. Miller.

Designed for students who plan to be Co-operative Extension agents, dietitians, social workers, home service representatives, youth or adult group leaders, or to undertake other work which will involve teaching in informal situations. Consideration will be given to social-psychological factors affecting the teaching-learning process, approach to different age and ability levels, use of the appropriate media for different purposes, and various instructional techniques applicable to different groups of learners. Opportunity will be provided for observation and participation in teaching.

411 (HEE 411) Introduction to Adult Education. Fall term. Credit three hours. S/U grades optional. W F 2:30-3:55. Miss Imbler.

Focuses on the broad aspects of adult education, types and scope of adult education programs, philosophy and principles of adult education, and community and organizational factors affecting development of adult programs. Opportunity will be provided for field trips for observation of adult education programs in business and industry and in community organizations and agencies.

416 The Facilitative Processes and the Helping Relationship. Spring term. Credit three hours. S/U grades optional. Enrollment by permission of instructor before preregistration. Limited to 20 students. F 2:30-4:25. Small group laboratory W 7-9 p.m. Miss Imbler.

Designed for those entering the helping professions, such as education, social services, and health. Concentration will be on theory, research, and training in the facilitative processes in the helping relationship. The model to be used as a basis for training will be that developed by Carkhuff. Training will include use of role playing, dyad and triad skill practice exercises, aural and video tapes. Each class member will participate in a small group laboratory during which emphasis will be placed upon the development of the facilitative attitudes and skills. Students will collaborate with the instructor in a research project in connection with the course.

440-441-442 (HEE 440-441-442) The Art of Teaching. To be taken in two successive terms, 440 in the first and both 441 and 442 in the second. Open to juniors and seniors preparing to teach home economics and related subjects in the public schools. Miss Minot, coordinator, assisted by Misses Black-

well and Elliott; Mrs. Miller, Mrs. Nelson, and Mrs. Taylor; and cooperating teachers.

This sequence of courses involves observation and participation in the home economics program of one or more schools in communities near Ithaca. Community Service Education 440 is offered on a regular schedule throughout each semester, but special scheduling is required for CSE 441 and 442. The instructional resource center is available for independent study throughout the year for all registered students.

440 (HEE 440) The Art of Teaching: Curriculum Development. Fall and spring terms. Credit two or three hours. Students need one three-hour period between 8 a.m. and 3 p.m. each week for six weeks for the purpose of visiting home economics and related programs in cooperating schools. T Th 8.

Emphasis is on the development of instructional plans that reflect understanding of principles of curriculum development, of adolescents and how they differ, of factors influencing the efficiency of learning, and of current trends in society and human ecology subject matter.

441 (HEE 441) The Art of Teaching: Workshop. Fall and spring terms. Credit two hours. To be scheduled concurrently with CSE 442 and 443. A two-week workshop is conducted at the beginning of the term, and the independent study period is used for directed study related to student teaching. Hours to be arranged.

Consideration is given to major concerns related to teaching at the secondary level: implementation of plans, evaluation, department management, space and equipment, action research, and philosophy of teaching home economics and related subjects.

442 (HEE 442) The Art of Teaching: Student Teaching. Fall and spring terms. Credit six hours. Students teaching full time for six weeks. When vacations of the cooperating school and the University do not correspond, each student is expected to follow the vacation schedule of the former.

Guided student teaching experience with students assigned to cooperating public schools. Student teachers live in the school communities and work under the guidance of both local teachers and Department faculty.

443 Critical Issues in Education. Spring term. Credit two hours. Prerequisite or co-requisite: CSE 441 and 442. Hours to be arranged.

An examination of current issues in education. Analysis of the historical, philosophical, social, and political factors that affect the issues.



Students explore the use of instructional resources for teaching.

500 (HEE 500) Special Problems for Graduate Students. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. For students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. Department faculty.

510 (HEE 540) Seminar in Adult Education. Fall term. Credit three hours. S/U grades optional. W F 9:05-10:35. Miss Imbler.

Designed to deal with significant problem areas in adult education, such as, philosophy of adult education, the teaching-learning process for adults, special problems of the disadvantaged adult learner. Implications of theory and research in the problem area will be important considerations. One specific problem area will be considered each time the seminar is offered, the particular area to be announced at preregistration time. The seminar may be repeated with permission of the instructor.

550 (HEE 555) Comparative Studies of Family Education Services. Fall term. Credit three hours. S/U grades optional. Permission of the instructor is required. W 1:25-3:55. Miss Rhodes.

Factors related to the development of educational programs for improving family living conditions in differing cultures. Analysis of needs and evaluation of methods of approach in countries at varying levels of development.

[570 (HEE 590) Seminar in Higher Education. Fall term. Credit three hours. S/U

grades optional. Hours to be arranged. Miss Rhodes. Not offered in 1971-72; will be offered in 1972-73.]

571-572 (HEE 661-662) The Teacher Educator in Home Economics. For graduate students preparing for teacher education positions involving supervision of student teachers. Permission of the instructors is required. Previous experience in teaching home economics at the secondary level is required for CSE 572.

571 (HEE 661) Fall term. Credit three hours. Class hours to be arranged. Also observation and participation in CSE 240 and 440, and several half-day field trips. Mrs. Nelson.

Opportunity is provided for students to develop understanding of teacher education practices by observing and participating in the undergraduate program. Participation involves teaching and individual work with students. Additional experiences include observation of student teachers and of supervisory conferences in student teaching centers.

572 (HEE 662) Spring term. Credit four hours. Hours to be arranged. Observation and participation first half of the semester, and weekly half-day or full-day field trips for last half of the semester. Miss Minot.

Seminar is concerned with basic principles of supervision and their application to the preservice education of home economics teachers. Opportunity is provided

Consumer Economics and Public Policy 57

for observation and participating in CSE 340, 441, and 442, including some teaching in the courses and the supervision of a student teacher.

[579 (HEM 689) The Teaching of Home Management in College. Spring term. Credit one to three hours. Permission of the instructor is required. Hours to be arranged. Miss Davey. Not offered in 1970-71; will be offered 1971-72.]

580 (HEE 580) Seminar in Community Service Education. Fall and spring terms. Credit one hour. S/U grades only. M 12:20. Department faculty.

An informal seminar for graduate students and faculty. One or two major topics to be considered each term. May be repeated for credit with permission of instructor.

584 (HEE 549) Curriculum Development. Spring term. Credit three hours. For students with professional experience in some aspect of teaching or by permission of the instructor. W F 8:25-9:50. Miss Rhodes.

An examination of the social, psychological, and philosophical bases of curriculum theory with special attention to techniques presently used in curriculum development. Opportunity provided for students to work on individual or group projects related to their interest and expertise.

590 (HEE 559) Evaluation. Fall term. Credit three hours. For professionals concerned with behavioral change: extension agents, social workers, educational program directors, high school and college teachers and administrators, research workers. Students without experience in any of these professional positions are admitted by permission of the instructor. T Th 1:25-2:55. Mrs. Nelson.

Basic principles of evaluation studied in relation to specific methods of appraising progress toward objectives of behavioral change. Opportunities will be given for constructing and using evaluation instruments.

599 (HEE 599) Master's Thesis and Research. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. Registration with permission of the chairman of the graduate committee and the instructor. Department graduate faculty.

673 (HEE 663) Internship and Field Work in Teacher Education. Fall term. Credit two hours. S/U grades optional. Prerequisites: CSE 571 and 572. Hours to be arranged. Miss Minot and Mrs. Nelson.

Involves supervision of student teachers and conferences as needed with college supervisor and cooperating teachers in the schools. Provision made for a follow-up visit to a first-year teacher.

[675 (HEE 670) Administration and Supervision Practicum. Spring term. Credit two hours. S/U grades optional. Permission of the instructor required. F 1:25. Not offered in 1971-72. Miss Rhodes.]

[690 (HEE 660) Seminar in Evaluation. Spring term. Credit two hours. S/U grades optional. Prerequisites: CSE 590 and Education 453 or equivalents. T Th 3-4:30. Not offered in 1971-72; will be offered in 1972-73. Miss Blackwell.]

699 (HEE 699) Doctoral Thesis and Research. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. Registration with permission of the chairman of the graduate committee and instructor. Department graduate faculty.

Consumer Economics and Public Policy

Gwen J. Bymers, Chairman; Marjorie Galenson, Graduate Field Representative

The central concern of this Department is the welfare of the consumer in society. Programs of study, research, and public service emphasize not only family spending for material goods and services such as food, shelter, and clothing, but also family and social investment in human capital. The faculty, comprised of social scientists from several disciplines, are also interested in how social and economic policies affect consumer behavior and human welfare at all levels of society. The economic, social, and political interests of the Department are especially manifested in its concern for the relationship between consumers and their housing.

The Department offers programs leading to the bachelor, master, and doctoral degrees. At the undergraduate level, the student is offered two majors: consumer economics and housing.

Consumer Economics

An expanding concern for consumer well-being on the part of both government and private industry indicates that consumer economics is a growing field. A major in the area of consumer economics requires a strong base in those subjects that contribute to an understanding of a market economy and the consumer's rights and responsibilities.

Graduates of the Department would be valuable to governmental agencies providing consumer services such as the Food and Drug Administration and the United States Department of Agriculture. They would also be equipped to work with business and industry in consumer relations divisions. Students



Students visit a local housing project.

electing this major may combine it with work in food, textiles, or household equipment. This major may also be combined with work in family studies, management, and community service education as preparation for careers in social service or for teacher preparation.

Preparation for graduate work and research in consumer economics requires that the student take work in mathematics, economic theory, and other supporting disciplines. Students who contemplate advanced study are urged to work closely with their subject-matter adviser when choosing electives.

Housing

Housing probably is of more concern today at different levels of government and among different organizations than ever before in our history. Numerous interesting career opportunities are available to housing majors.

Housing is a social science-based program. The student, in consultation with his departmental adviser, is expected to take course work closely related to housing concerns (i.e., city planning, poverty, racial relations, demography, family and community decision making). The major consists of course work and special studies designed to prepare students for positions in both public and private

housing organizations and to work with community groups with housing concerns.

Considerable program flexibility is possible. Special interests and career needs of the student may be accommodated through use of elective credits and through employment of the undergraduate thesis to investigate a topic of special concern to the student.

Specific course requirements of these majors are available in the Division of Academic Services.

Students are encouraged to check the interdepartmental courses, p. 51.

100 (HEM 100) Introduction to Consumer Economics and Public Policy. Fall term. Credit three hours. S/U grades optional. M W F 10:10-11. Mrs. Robinson.

An introductory course designed to provide a basic understanding of macroeconomics with particular concern for those areas having an impact on families. The course will cover national income accounting, income distribution, prices, and monetary and fiscal policy. This study will serve as a basis for the study of income redistribution programs and other areas of government action.

147 (HD 147) Housing and Society. Fall term. Credit three hours. S/U grades optional. Information regarding special section hours

will be available at preregistration. Lectures, T Th 11:15-12:05. One-hour section-meeting times to be arranged. Miss Winter.

A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing consumer, the implications of these problems for housing the American population, and governmental actions undertaken to alleviate these problems.

148 (HD 148) Housing Perspectives. Spring term. Credit three hours. S/U grades optional. Information regarding special section hours will be available at preregistration. Lectures, T Th 10:10-11:00. One-hour section-meeting times to be arranged. Mr. Morris.

An analysis of housing and the neighborhood from various disciplinary perspectives including social, cultural, and economic approaches. Specific topics discussed under the several approaches may differ from year to year.

230 (HEM 260) Problems in Providing Consumer Goods. Fall term. Credit three hours. S/U grades optional. Economics 101-102 recommended. M W F 8. Miss Bymers and Mrs. Galenson.

The basis for a better understanding of the market economy as it is concerned with the distribution of consumer goods. Emphasis is on the joint interest of industry, consumers, and the government in an efficient distribution system. Areas covered include identification of the consumer interest, sources of consumer information and protection, and a discussion of current consumer issues. Occasional field trips may be taken in place of class meetings.

248 Housing Regulation and Housing Programs. Spring term. Credit three hours. S/U grades optional. Prerequisite: CEPP 147. M W F 10:10-11:00. Miss Winter.

An analysis of the implications of local, state, and federal regulations that govern housing, and the existing and proposed state and federal programs designed to alleviate housing problems. Such topics as zoning, subdivision regulation, housing and building codes, police power measures, landlord-tenant relations, legal aspects of home ownership, and the state and federal renewal and housing programs will be included.

300 (HD 300, HEM 300) Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the

study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

320 (HEM 340) Economics of Consumption. Fall term. Credit three hours. S/U grades optional. Open to graduate students. Prerequisite: Economics 101-102 or equivalent. M W F 10:10-11:00. Mr. Gauger.

An investigation of economic theories and concepts relevant to an understanding of consumer choice and its role in a market economy at both the individual and aggregate levels. Empirical investigations of consumer spending and saving are examined and discussed as well as conceptual and methodological problems associated with standard budget development.

330 (HEM 330) Management in Relation to Personal Finances. Spring term. Credit three hours. S/U grades optional. For juniors and seniors; sophomores by permission of the instructor before preregistration. M W F 9:05-9:55. Mrs. Robinson.

The study of personal financial management at various income levels and during different stages of the family life cycle. Topics covered will include the use of budgets and record keeping in achieving family economic goals; the role of credit and the need for financial counseling; economic risks and available protection; and alternative forms of saving and investment.

333 (TC 333) Marketing. Spring term. Credit three hours. S/U grades optional. Prerequisite: microeconomics or consent of instructor before preregistration. M W F 8-8:50. Miss Conklyn.

A study of marketing functions, institutions, policies, and practices. Emphasis is on the soft goods industries. Current problems are identified for in-depth study. A field trip to New York City to study selected marketing operations is arranged when feasible.

341 Economic Aspects of Housing Consumption. Fall term. Credit three hours. S/U grades optional. Prerequisite: microeconomics. M W F 9:05-9:55. Mr. Daniels.

A study of the economic determinants of housing consumption and residential location. Emphasis will be on the impact of income, population growth, financing, and the life cycle on housing demand; and the relationship between employment distribution, transportation costs, and patterns of residential location.

345 (HD 345) Social Aspects of Housing in Developing Countries. Fall term. Credit three hours. S/U grades optional. Prerequisite:

60 Consumer Economics and Public Policy

CEPP 147 (HD 147) or permission of instructor before preregistration. M W F 8-8:50.

The course will emphasize an institutional approach in three substantive areas in selected Latin American and African countries: (1) new housing programming and research methodologies in urban centers; (2) recent urban political theories; and (3) the impact of emerging community institutions on housing and urban development.

349 (HD 349) Economic Aspects of Housing in American Society. Spring term. Credit two hours. S/U grades optional. Prerequisite: CEPP 147 (HD 147) or permission of instructor before preregistration. T Th 11:15-12:05. Mr. Bower.

An analysis of the impact of social and technological change upon the structure, operations, and performance of various housing submarkets and their productive mechanisms. Particular attention will be given to governmental programs designed to alter performance in furtherance of current and emergent societal goals.

350 Introduction to Social Policy. Spring term. Credit three hours. S/U grades optional. Open to upper division students. M W 2:30-3:45. Mr. Carter.

This course is intended to give students an appreciation of the significance of national policies as they affect social relations and levels of living. Although it will concentrate on governmental policies, the role of private initiatives will also be considered.

The course will examine questions of the distribution of social goods and services and the measurement of their contribution to particular objectives. The course will give most attention to policies in the areas of income, education, and housing. In exploring these policies it will review the recommendations of pertinent presidential and nongovernmental commissions.

355 (HEM 395) Economic Conditions in Relation to the Welfare of Families. Fall term. Credit three hours. S/U grades optional for nonmajors. Open to sophomores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEPP 500 (HEM 500). Prerequisite: Economics 101-102 or equivalent. T Th 11:15-12:30. Mrs. Vatter.

Examination of contemporary economic problems that affect the welfare of families in the United States. Examples are affluence and poverty; monetary and fiscal policies as these affect families; efficacy of the delivery of public services in the area of health, education, subsidized housing, etc. Where relevant, the historical origin of these problems will be studied.

400 (HD 400, HEM 400) Special Studies for Undergraduates. Fall and spring terms. Credit

and hours to be arranged. S/U grades optional. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the Department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

411 Time-Use Decisions in Families. Fall term. Credit three hours. S/U grades optional. Prerequisites: one course in sociology and one in microeconomics. Consult instructor before registering. M W F 9:05-9:55. Miss Walker.

Time as a human resource in a consumer oriented society with emphasis on its alternative uses in households. The meaning of time and implications of its use to society and to families. Critical review of research in use of time. Individual projects applied to special professional interests of students.

425 Economics of Recreation and Leisure. Spring term. Credit three hours. S/U grades optional. Prerequisite: microeconomics; a course in sociology also recommended. W F 11:15-12:30. Mr. Gauger.

This course focuses upon the recreational use of leisure time. The framework of analysis employs a view of recreational activity as a consumer good resulting from an economic decision by the individual or household as to allocation of scarce resources—time and money. The contributions of other social sciences will also be examined for additional insights. Empirical studies are reviewed in terms of alternative recreation theories.

442 (HD 402) Faculty-Student Seminar in Housing. Fall term. Credit two hours. S/U grades optional. Prerequisite: CEPP 147 and a minimum of six additional credit hours of housing courses. W F 1:25-2:15. Department faculty.

Consideration and discussion of current research in housing. Student will develop a senior thesis topic.

443 The Social and Economic Effects of the Housing Environment. Fall term. Credit three hours. S/U grades optional. Prerequisite: CEPP 147 or 148. M W F 11:15-12:05. Mr. Morris and Miss Winter.

A seminar dealing with the question to what extent social and economic ends may be accomplished through manipulation of the housing environment. Alternative physical and social deterministic viewpoints will be considered.

465 (HEM 365) Consumer and the Law. Spring term. Credit three hours. S/U grades optional. Prerequisite: CEPP 230 (HEM 260) or permission of the instructor before pre-registration. T Th 11:15-12:30. Mrs. Galenson.

The emphasis will be on the work of the Federal agencies and on court decisions as these affect consumers in the market. Topics covered will include liability for injury from consumer products; laws covering safety of drugs, labeling, and advertising; and the consumer problems arising from ignorance and poverty.

472 Community Decision Making. Spring term. Credit three hours. S/U grades optional. Consult instructor before registering. F 1:15-4:25. Mr. Hahn.

Course designed primarily for students interested in the political aspects of public policy questions at the local community level. The course will concentrate on the investigation of the relationships between individuals and the political system. It will consider political behavior and participation, community decision-making processes, linkages between leaders and followers, and strategies for participation and influence. Special attention will be given to the situation of low-income people and other minority-group members.

480 Welfare Economics. Fall term. Credit three or four hours. S/U grades optional. Prerequisite: consent of the instructor before pre-registration. M W 11:15-12:30. Miss Clemhout.

A study of the social desirability of alternative allocation of resources. Topics include Pareto optimality, external effects in production and consumption with applications to problems of environmental quality, public expenditure decisions, measurement of welfare, and evaluation of relevant public policy issues.

499 (HD 499) Undergraduate Thesis for Undergraduate Housing Majors. Spring term. Credit three or six hours. Prerequisite: CEPP 442 (HD 402) and the consent of adviser before pre-registration. Hours to be arranged. Staff.

500 (HD 500, HEM 500) Special Problems for Graduate Students. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. For graduate students recommended by their chairman and approved by the head of the Department and the instructor in charge for independent, advanced work. Department faculty.

501 (HEM 501, HD 602) Research Design and Analysis in the Social Sciences. Spring term. Credit two hours. S/U grades optional. Prerequisites: introductory statistics course

and permission of the instructor. W 2:30-4:25. Mrs. Vatter.

The course is a general introduction to the design and analysis of research. The emphasis will be on research methods for social and economic studies. The meaning of science, patterns of scientific investigation in the social sciences, and their applicability to selected concepts in the departmental area.

The course is designed for first- or second-year graduate students. Its purpose is to help students achieve the ability to make critical evaluation of pertinent research findings and to design sound studies of their own.

[519 (HEM 619) Seminar in Family Decision Making. Fall term. Credit three hours. S/U grades optional. Consult instructor before registering. T Th 10:10-11. Miss Davey. Not offered in 1971-72.

The decision event in the family is studied in depth; that is, the behavior of the decision maker, the decision processes of goal formation and implementation, and the situational constraints.]

520 Consumption Theory. Fall term. Credit three hours. S/U grades optional. Prerequisite: intermediate economic theory or permission of instructor. W F 2:30-3:45. Mr. Gauger.

This course presents the major developments in the micro- and macro-economic theory of consumption. Topics include the theory of utility and preference, substitution and income effects, permanent and relative income hypotheses, aggregate consumption, and the consumption, and the consumption implications of alternate growth models.

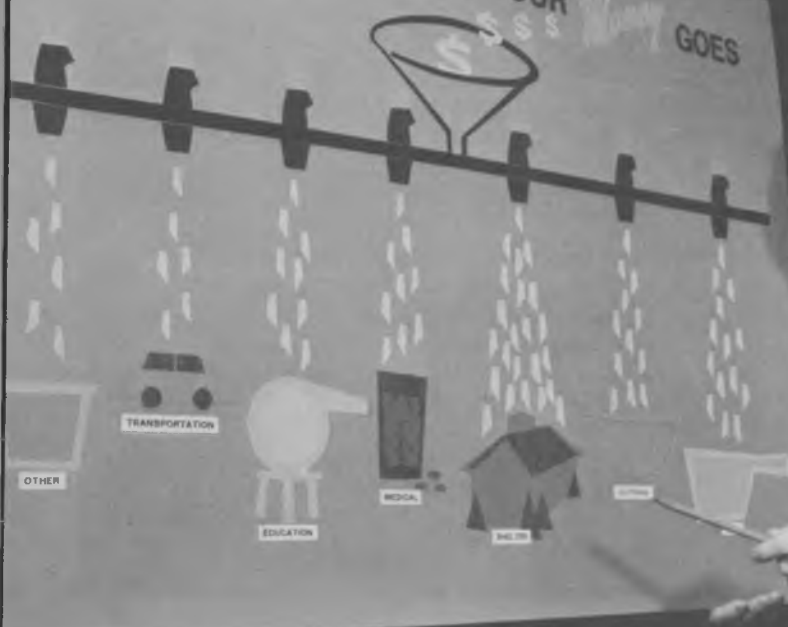
530 Family Financial Management. Spring term. Credit three hours. S/U grades optional. Prerequisite: CEPP 330 (HEM 330) or equivalent. F 2:30-4:25. Miss Bymers and Miss Wiegand.

A study of developments in the family financial management field with emphasis on the role of the consultant. An effort will be made to establish criteria for achieving and evaluating successful family financial management, and to develop skills in working with families on money management problems.

540 (HD 540) Fundamentals of Housing. Fall term. Credit two hours. S/U grades optional. Consult instructor before registering. T 3:35-5:15. Mr. Bower.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing: the structure, operations, and performance of the housing market and the house-building industry; housing finance; the nature, operations, impact, and policy of government housing programs; contemporary housing problems and issues.

CONTROL WHERE YOUR MONEY GOES



Balancing consumer spending.

542 (HD 542) Housing Market Analysis. Fall term. Credit three hours. S/U grades optional. Permission of the instructor is required. Th 2:30-4:25. Mr. Daniels.

Designed to give the student a basic understanding of local housing market operations and mechanisms, including demand determinants, such as demographic, economic, and institutional characteristics; supply determinants, such as the quality, nature, and expected changes of the inventory; and market indicators, such as price, vacancies, and real estate transactions. The first part of the course describes the traditional approach to housing market analysis. The second part is devoted to the description and evaluation of mathematical models in spatially locating required residential activities. Land use and transportation models are used as examples. A field problem is included in the course.

548 (HD 548) Social Problems in Housing. Spring term. Credit three hours. S/U grades optional. Prerequisite: CEPP 540 (HD 540) or permission of instructor. Th 2:30-4:25. Mr. Morris.

A sociological analysis of the distribution of housing in society through an examination of cultural and social determinants of the location, types, and quality of the housing occupied by key social groups and subgroups

from the social problems frame of reference. Specific topics include the roles played by social and personal disorganization and sub-cultural differences in blocking the equitable application of past and present housing programs.

549 (HD 549) Production of Housing. Spring term. Credit two hours. S/U grades optional. Prerequisite: CEPP 540 (HD 540) or permission of instructor. T 3:35-5:15. Mr. Bower.

An examination of the system of producing shelter in the United States, its structure, and major processes. Focus will be on decision making within existing institutional constraints.

Description and evaluation of major sub-systems including contractual and speculative home building, the prefabrication industry, mobile home manufacturing, and production of rental housing. Some attention will be devoted to building of "new towns" and production of housing in conjunction with a number of special-purpose governmental programs.

571 Community Change and Development in the United States. Fall term. Credit three hours. S/U grades optional. Open to juniors and seniors with permission of the instructor. Time to be arranged. Mr. Hahn.

Seminar addressed to the question of strategies for community change and devel-

Design and Environmental Analysis 63

opment in a highly complex, rapidly changing, postindustrial society. Among the topics will be the meaning of community in a post-industrial society, the determination of appropriate goals, problems of achieving consensus on goals, and a comparison and evaluation of various strategies and approaches (including politics, planning, community development, community organization, and public service education).

580 Applied Welfare Economics—Policy Issues. Spring term. Credit three hours. S/U grades optional. Consent of the instructor. M W 11:15–12:30. Miss Clemhout.

Topics vary from year to year. The objective of the course is to evaluate the economic impact of various policies in conjunction with the efficiency of existing institutions. Policy issues covered relate to education (effects of automation, etc.), health, and environmental problems (urban development, transportation, etc.). Attention is given to the interrelationship of policy and planning within the larger economic-socio-political framework.

597 (HEM 597) Seminar. Fall and spring terms. S/U grades only. M 4–5. Department faculty.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with subject matter in related areas, and to provide opportunity to examine and discuss problems of the field.

599 (HD 599, HEM 599) Master's Thesis and Research. Fall and spring terms. S/U grades optional. Registration with permission of the instructor and chairman of graduate committee. Department Graduate faculty.

620 (HEM 640) Economics of Consumption. Spring term. Credit three hours. S/U grades optional. Consult instructor before registering. Time to be arranged. Mrs. Galenson.

A review of theories of the consumption function and of the recent literature on family consumption, including demand elasticities; family saving and investment, including investment in human capital; and the economic determinants of the participation of women in the labor force. Particular attention will be paid to the analytical techniques used on empirical data and the problems involved in research in this field.

640 (HD 600) Seminar in Current Housing Issues. Spring term. Credit three hours. S/U grades optional. Permission of the instructor required. W 1:25–3:20. Mr. Daniels.

Focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year based on current importance and student interest. When possible, this course presents studies in the con-

text of present or recent research, with emphasis on both subject content and methodology.

643 (HD 603) Readings in Housing. Spring term. Credit two hours. S/U grades optional. Registration with permission of the instructor. Hours for discussion of readings to be arranged. Department faculty.

658 (HEM 698) Seminar for Doctoral Candidates. Spring term. Credit two hours. S/U grades optional. Department staff.

Review of critical issues and thought in consumer economics and public policy questions.

699 (HD 699, HEM 699) Doctoral Thesis and Research. Fall and spring terms. S/U grades optional. Registration with permission of the instructor and chairman of graduate committee. Department Graduate staff.

Design and Environmental Analysis

Joseph A. Carreiro, Chairman; Mary E. Purchase, Graduate Field Representative

The Department of Design and Environmental Analysis is concerned with the creation, change, and control of the quality of the physical aspects of the near environment. The near environment encompasses the spaces or personal territory the individual occupies as he moves about in his work and leisure activities at home and away from home. Of central concern are the human and social needs of individuals and families as affected by the characteristics of space and the items in it.

The subject matter deals with basic concepts of design; the chemical, physical, and structural properties of textiles, metals, wood, clay, and other materials important in the makeup of the near environment; the psychological, sociological, and managerial analyses of man's relationship to his physical environment; and the processes of converting data from materials and human factors engineering into physical solutions to problems of human needs.

Study in the Department provides opportunity for developing multi-disciplinary approaches to solve man's problems of coping with the near environment, such as restrictions imposed by limited space and choice of materials used in clothing, equipment, and furnishings. Other problems concern equipment and layout designs requiring a high level of effort. Optimal combinations of color, light, texture, and space must be chosen for intellectual and emotional development and stability. And the maintenance of clean, comfortable, and appropriately quiet conditions

64 Design and Environmental Analysis

for health, recreation, and work, as well as the prevention of household soils, represent continuing problems to solve for control of these aspects of the quality of one's near environment.

Courses are planned to develop creative abilities, artistic judgment, analytical expertise, problem-solving approaches, and understanding of the interrelatedness of the various facets of the subject matter. Problem solutions that represent optimal balance among aesthetic, functional, and economic considerations are emphasized. Excellent and varied laboratory facilities permit exploration of materials, processes, and analytical techniques.

A major in design and environmental analysis is built upon some knowledge of basic design, properties of materials, and the relationships between the near environment and human and social needs. Further specialization is provided through opportunities to emphasize the design of the near environment, the science of textiles and other materials, and effects on the person of space, equipment, and furnishings, such as the interactions of people and their work. The major requires that the student develop some strength in physical sciences, social sciences, and design, and greater depth in one area depending upon the specialization chosen by the student.

Career outlets vary widely. Some careers are associated with those professions concerned with the design of objects for the near environment and the space in which they are used. Other careers are in educational programs—both formal and informal—and various types of communications programs. For students emphasizing *design*, positions may be in consumer product design or industrial design, apparel design, interior design and space planning, including activity areas such as kitchens. For students emphasizing *textiles* or other materials important in products used in the near environment, professional work includes consumer information programs and certain aspects of business and industry in which knowledge of properties and structure of materials and their end-uses must be linked. Students emphasizing *human and social needs in the near environment* can function effectively in consumer information programs, as a team member in rehabilitation of physically handicapped and culturally deprived persons, and in interpreting information critical to the design of the near environment to help persons control the quality and characteristics of their surroundings.

Detailed information regarding specific course requirements for the major may be obtained from the Division of Academic Services.

Courses in other colleges of the University that are related to the work in design and environmental analysis are in anatomy,

anthropology, architecture, chemistry, city planning, education, history of art, mathematics, painting, physics, physiology, psychology, sculpture, sociology, and statistics.

An Honors program is offered by the Department, leading to the Bachelor of Science degree with Honors in Design and Environmental Analysis. Students may apply for admission to the Honors program in the spring semester of the sophomore year. Details of the special work required beyond that normally required for courses in the Department are available through the chairman of the Department.

Graduate work for the master's degree is offered in design and in environmental analysis. Candidates for a Ph.D. may minor in design and environmental analysis. (See *Announcement of the Graduate School: Social Sciences*.)

The Department maintains an art and environmental design gallery where exhibitions from professional sources of current work in consumer product design, interior space design, apparel design, historical analyses of design, creative uses of materials in products, crafts, and sculpture are on display for study and enjoyment. Students' class projects and faculty work are also shown.

The Department also maintains the Cornell Costume Collection, an interdisciplinary educational resource that provides stimulation for design ideas through range of form, color, texture and pattern; evidence of change through historical development of apparel arts and crafts; and evidence of interaction of cultures illustrated in apparel arts and crafts.

110 (HD 100) Fundamentals of Design. Fall and spring terms. Credit three hours. M W 8:00–11:00, T Th 9:05–12:05, M W or T Th 1:25–4:25.

A studio course involving an Introduction to the fundamental vocabulary of design, an exploration of the basic elements (line, plane, volume, color, texture, motion, light, etc.), and experimentation with the development of design form.

Studio assignments are intended to develop awareness of these elements and sensitivity to their use. The student is encouraged to enlarge his visual experience through investigation and individual discovery and to exercise his intellectual curiosity in the search for universal principles of design. Minimum cost of materials, \$20.

111 Design I: Introduction to Design. Fall term. Credit two hours. Recommended to precede or parallel DEA 110, 115, and 116 for those majoring in the department beginning fall term 1970. M W 11:15–12:05.

The course is intended to provide the student in design, as well as those in other



A tension-compression problem in the course Form, Structure, and Space.

academic areas, with a general background in the fields of design. Differences in philosophical premises among designers, their social and functional role in society, as well as various movements in the visual arts will be covered. The course will review the spectrum of design activities with an emphasis on the designer's role in a technological society. Lectures and visual material prepared by the design staff of the Department of Design and Environmental Analysis as well as lectures by visiting designers currently practicing in their respective fields will be included.

115 (HD 105) Basic Drawing. Fall and spring terms. Credit three hours. Fall, T Th 9:05-12:05, M W or T Th 1:25-4:25; Spring, M W or T Th 1:25-4:25.

Introduction to the fundamentals of drawing and use of basic drawing media. Aids the student in developing individual ability to communicate expressively in the nonverbal language of drawing and image making. Intended to develop students' freehand sketching ability for purposes of rapid visualization so that the student may better conceptualize design ideas for interior, product, and apparel design.

116 (HD 106) Descriptive Drawing. Fall and spring terms. Credit three hours. Prerequisite or parallel: DEA 110. Fall, M W 1:25-4:25; Spring, T Th 9:05-12:05, M W 1:25-4:25.

Intended to develop powers of accurate observation and the ability to communicate ideas and information through representa-

tional delineation. Perspective, drafting techniques, and orthographic projection will be included. The purpose is to develop techniques and skills necessary for the professional communication of ideas and information.

135 (TC 175) Textile Materials. Fall term. Credit three hours. T Th 11:15-12:05, Laboratory T or Th 8:00-9:55 or M or T 2:30-4:25.

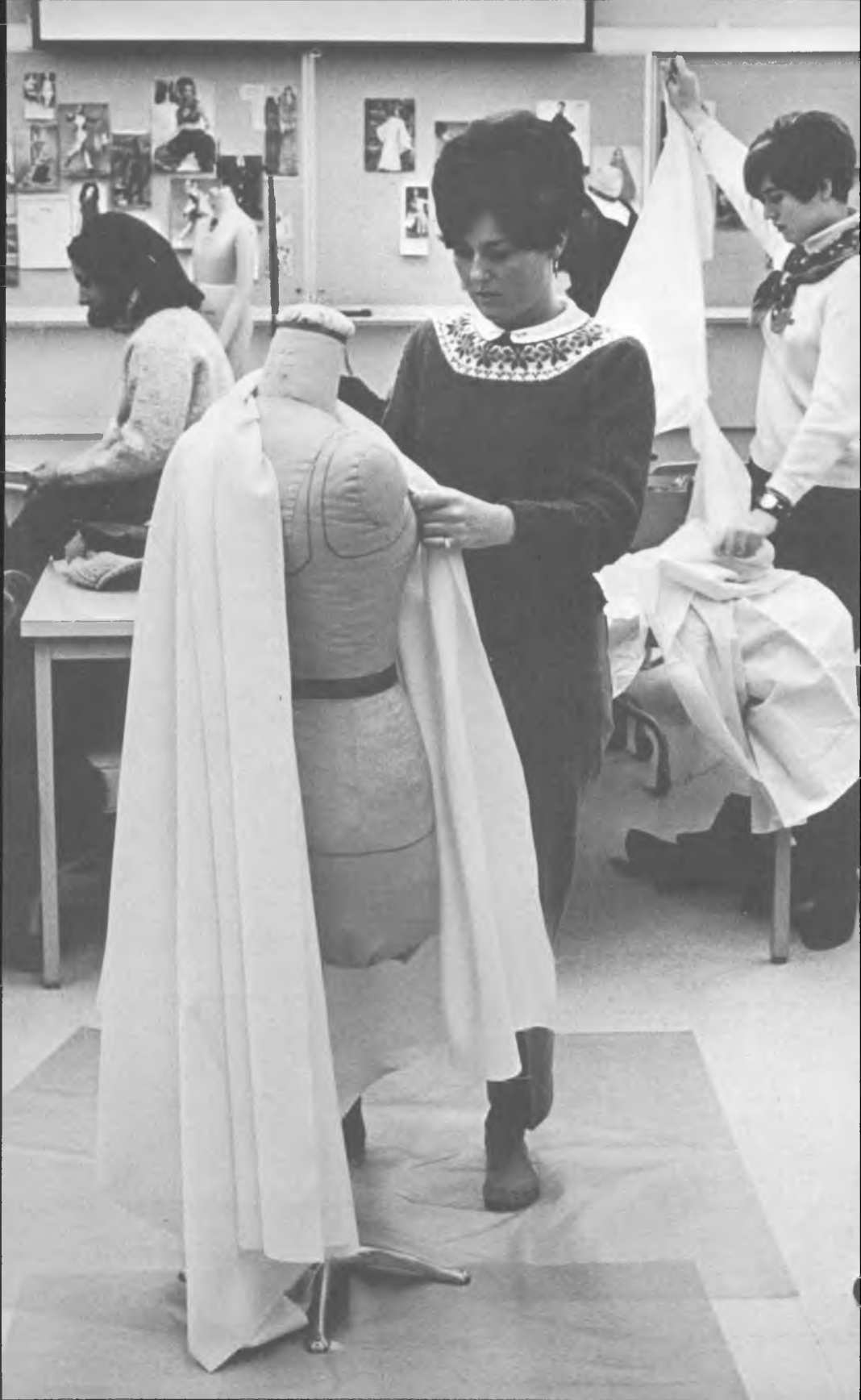
An introduction to the properties of textile materials with consideration of their consumer use, characteristics, and economic importance. Behavior of textile materials are observed in relation to environmental conditions which influence aesthetics, comfort, and performance.

DEA 144 Workshop in Elementary Clothing Construction. Fall and spring terms. No credit. Enrollment is limited to 16 students per section. Th 7:00-10:00 p.m.

A series of laboratories intended to teach the basic sewing skills which are needed to execute design ideas in apparel design courses. Topics include: using the sewing machine; using a commercial pattern; layout and cutting of fabric; sewing darts, seams, and gathers; inserting a zipper; facing a neckline; setting in a sleeve; hemming; and buttonholes. A blouse or shift dress will be constructed.

Approximate cost of materials and supplies —\$12.

The first laboratory will be held the second full week of classes.



DEA 145 Apparel Design I. Fall and spring terms. Credit three hours. Recommended: DEA 144 or equivalent personal experience. Fall, M W or T Th 1:25-4:25; spring, T Th 9:05-12:05, M W or T Th 1:25-4:25.

A study of the fundamental principles and processes of flat pattern design, fitting, and clothing construction. Laboratory experiences include the development of a master pattern for an individual from a basic commercial pattern. Students are expected, as a result of the discovery and understanding of relevant concepts, to relate flat pattern and construction techniques to apparel design problems.

Basic sewing skills will not be taught in this course. Students who have relatively little skill in clothing construction should register for DEA 144, preferably the semester before enrolling in DEA 145.

Students who have had formal course work in flat pattern design and clothing construction may elect to take an exemption examination the first day of registration for new students each semester at 7:00 p.m. in Room 215 MVR.

Cost of sewing supplies and materials, approximately \$25 plus fabric for final project.

150 Environmental Analysis: Human and Social Factors. Spring term. Credit three hours. M W F 11:15-12:05.

Introduction to the study of the relations between the physical environment and man's behavior as an individual and in groups. Perception of space and effects of spatial arrangements on interactions between persons (social geography). Significance of man's capabilities and limitations in design of man-machine systems. Guidelines for analyzing environmental conditions.

210 (HD 200) Design. Fall and spring terms. Credit three hours. Prerequisite: DEA 110. Fall M W 1:25-4:25; Spring, M W or T Th 1:25-4:25.

A continuation of DEA 110 involving more complex concepts and advanced techniques.

230 (HEM 220) Science for Consumers. Fall term. Credit three hours. S/U grades optional. T Th 10:10-11:00, Laboratory T or W 2:30-4:25.

Principles of science applied to household equipment and supplies. Topics include the chemistry of cleaning agents, chemical characteristics of surfaces to be cleaned, electricity in dwellings, heat transfer, control of environmental conditions in dwellings, and mechanics of equipment. Of particular value for environmental designers and analysts and for students planning to work with consumers including teachers, extension workers, home service personnel, consumer consultants, and social workers.

235 (TC 475) Textile Materials: Characterization and Evaluation. Fall and spring terms. Credit three hours. Prerequisites: DEA 135 and Chemistry 103-104 or Chemistry 107-108. Requires two unscheduled hours of independent laboratory work weekly. Fall, W F 12:20-2:15 plus 2 hours, T Th 2:30-4:25 plus 2 hours; Spring, W F 12:20-2:15 plus 2 hours.

A series of cooperative class problems involving a wide range of fibers and fabrics, testing procedures, and laboratory instruments. These problems are used in defining properties important to satisfaction and serviceability in terms of selection, utilization, and care. Laboratory work includes the solving of problems by the application of different testing instruments and the standard and tentative evaluative methods of both the American Society for Testing and Materials and the American Association of Textile Chemists and Colorists. Other experimental methods are developed with and for the class. American National Standards Institute L22 Minimum Requirements for Textile End-Use Performance for apparel and home furnishing fabrics are considered wherever pertinent. Research and consumer methods of analyzing and interpreting data and presenting reports.

251 (HD 221) Historic Furniture and Interior Design. Fall term. Credit three hours. Prerequisite: DEA 110. M W F 8:00-8:50.

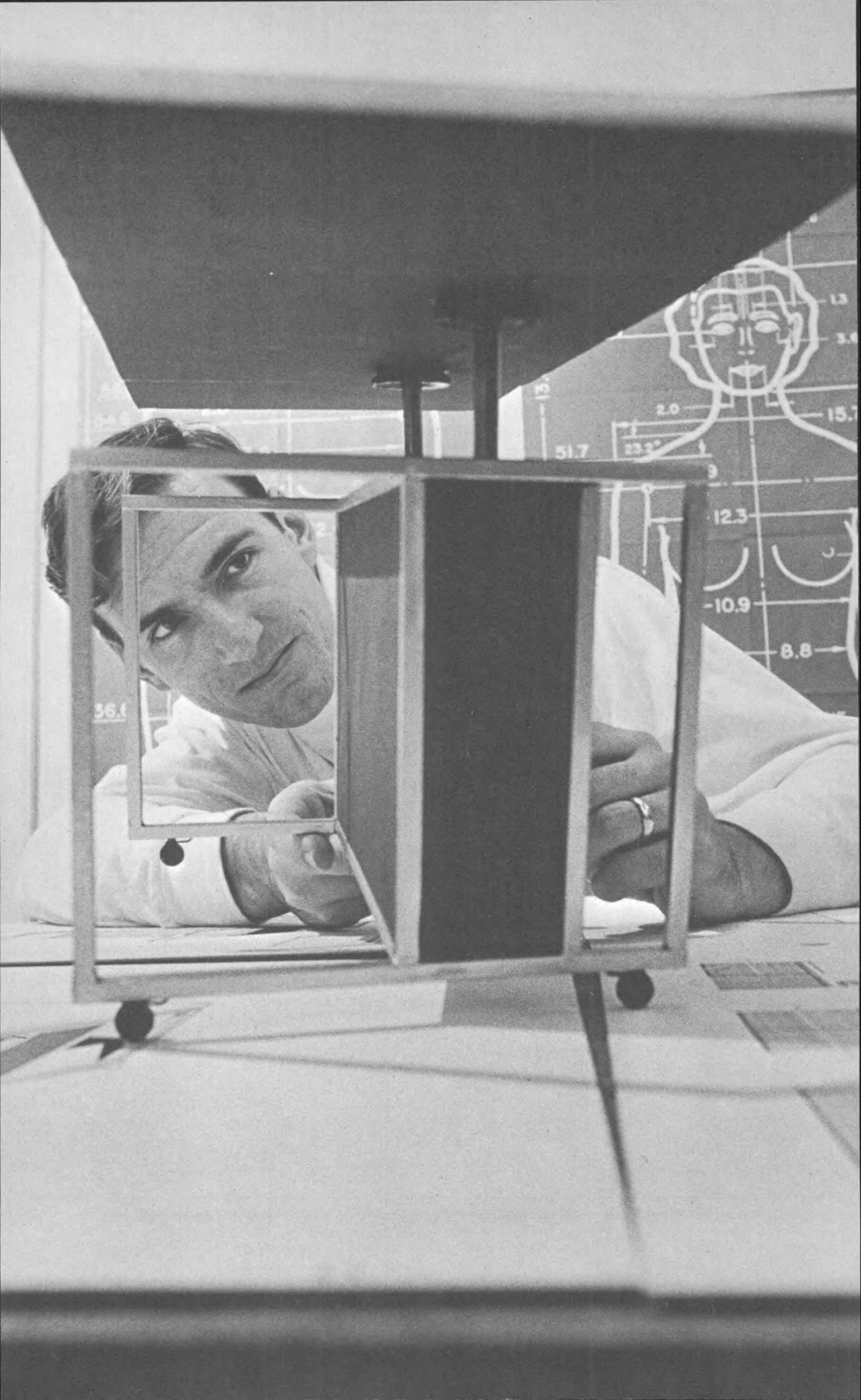
A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the eighteenth century, as they reflect the changing cultural framework of Western civilization, excluding America.

252 (HD 222) Historic Furniture and Interior Design. Spring term. Credit three hours. Prerequisite: DEA 251. M W F 8:00-8:50.

A study of the patterns of historical development and change as revealed through American furniture and interiors, 1650-1885. Design forms are considered individually, collectively, and in their overall historical context as they express the efforts, values, and ideals of American civilization.

260 (HD 220) Interior Design I: Fundamentals of Space Planning. Fall and spring terms. Credit three hours. Prerequisites: DEA 110, 116, 150, and DEA 210 or DEA 262. T Th 1:25-4:25.

A studio course emphasizing the interrelationships of fundamental principles of design and human and social factors as applied to the planning of interiors for residential and related uses. Selection and layout of equipment and furnishings are coordinated with understanding of group and individual needs and expressed in the articulation of space, lighting, color, and materials.



Lectures, discussions, and readings present background information. Techniques are presented for studio work in solving interior design problems. Minimum cost of materials, \$15.

261 (HD 219) Fundamentals of Interior Design. Fall term. Credit three hours. Prerequisite: DEA 110. (Not to be taken by students specializing in interior design.) T Th 1:25-4:25.

A studio course which emphasizes the fundamental principles of design as applied to the planning of residential interiors and coordinated with an understanding of family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting, and color.

Illustrated lectures, readings, and introductory drafting and rendering techniques are presented as background information and tools for solving interior design problems. Minimum cost of materials, \$15.

262 (HD 201) Form, Structure, and Space. Fall term. Credit three hours. Prerequisites: DEA 110, 115, 116. T Th 8:00-11:00 or 1:25-4:25.

An exploration of three-dimensional design. The course will cover form development and relationships, basic structural systems, and the characteristics of volumes and spaces. Studies involve a problem-solving approach through the use of simple materials, such as paper, wood, metal, and plastics. The course is intended to serve as an introduction to functional problems in interior, housing, furniture, and industrial design.

263 (TC 311, DEA 362) Apparel Design II: Problems in Apparel Design. Fall and spring terms. Credit three hours. Prerequisites: DEA 110, 111, 135, 145. Recommended: DEA 115. T Th 9:05-12:05, T Th 1:25-4:25.

Studio problems at the intermediate level are designed to involve students in creative experiences that will increase understanding of concepts and principles related to apparel and human needs. Problem solving requires exploration of sources of apparel design ideas, experimentation with materials and techniques, and innovation.

In considering interrelationships of such factors as function, materials, and technical processes, the aid of specialists whose knowledge bears upon the solution of design problems will be incorporated through lectures, studio critiques, and field trips. Minimum cost of materials, \$20.

300 Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. For special arrangement of course

work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed both by the instructor directing the study and the chairman of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

330 (HEM 320) Household Equipment Principles. Spring term. Credit three hours. S/U grades optional. Prerequisites: HNF 115B or DEA 135 or DEA 230. M W 2:30-4:25.

Principles of operation of appliances for cooking, refrigeration, laundering, and house cleaning. Characteristics of materials used in household equipment. Evaluation of features in relation to the functions they are designed to serve and to their cost. Selection, use, and care of household equipment. Individual problems related to the student's background and interests.

335 Textile Materials: Fiber Structures and Properties. Spring term. Credit four hours. Prerequisites: DEA 235, Chemistry 353 and 355 or coregistration in Chemistry 358. T Th 1:25-2:15, Laboratory M 1:25-4:25.

Relationship of properties of fibers, dyes, and finishes to chemical structures. Experimentation to illustrate interrelationships and chemical properties of textiles.

342 (HD 312) Design: Weaving. Fall term. Credit three hours. Prerequisite: DEA 110. Recommended: DEA 115 or DEA 116, and DEA 135. T Th 9:05-12:05.

A studio course exploring structural processes for fabric design. Projects experiment with various fibers, materials, and techniques. Minimum cost of materials, \$15.

343 (HD 313) Design: Textile Printing. Spring term. Credit three hours. Prerequisite: DEA 210. Recommended: DEA 135. T Th 9:05-12:05.

A studio course exploring the print as a design form. Emphasis is upon work done with the silk screen, but opportunities are provided for exploring other processes for both fabric and paper. Minimum cost of materials, \$30.

345 Apparel Design III: Experimental Processes. Spring term. Credit three hours. Prerequisites: DEA 235, 263. (DEA 235 may be taken parallel to 345.) Recommended: DEA 115. T Th 9:05-12:05.

A studio course emphasizing the relationship of structural properties of textile materials to technical processes required in the development of apparel designs. Problems

70 Design and Environmental Analysis

will include a progression of experiences in laboratory experimentation with textile materials; development of processes for new textile materials; and development of apparel forms suited to new textile materials and processes.

350 Environmental Analysis: Person, Activity, Space. Fall term. Credit three hours. Prerequisite: introductory psychology. Recommended: DEA 150 and a course in human physiology. T Th 1:25-2:15, Laboratory T or Th 2:30-4:25.

Study of ways in which the physical aspects of the near environment affect a person's effort and characteristics of activities. Analysis of man-machine systems. Sources of ergonomic or human-factors data are identified. Measures of human costs of work are considered as guides for reducing amount of adaptation to man-made objects and environments. Implications are included for design of products, interior space, and activities, and choice of products in the market for efficient, safe, and comfortable human use. Field trips.

Planned for students wanting to specialize in product design, interior space planning, activity area planning, management of the near environment, and those aspects of consumer information programs concerned with choice of products in relation to optimal level of effort and selected characteristics of activities.

353 (HD 323) Contemporary Design. Spring term. Credit three hours. T 1:25-2:15, Laboratory Th 1:25-3:20.

A historical study of the emergence and development of contemporary design, 1885 to present. An examination of the social, economic, technical, and style forces which shape the design forms of the present. Also a critical analysis of selected works of furniture, fabrics, and interiors.

361 (HD 321) Residential Design. Fall term. Credit three hours. Prerequisite: DEA 260. Recommended: DEA 235 and 350. T Th 9:05-12:05.

An introduction to residential architectural design. Through the design solution for specific occupant needs, the student is involved with site, orientation, climate, and materials. Drafting room work consists of plans, elevations, perspectives, and studies in the presentation of solutions. Lectures, discussions, and required readings.

365 (HD 325) Interior Design. Spring term. Credit three hours. Prerequisite: DEA 361. Three additional hours of work required. T Th 8:00-11:00.

Interior design problems in evaluation of design qualities of furnishings and materials.

Room schemes developed in accordance with the architectural design of the house and family use. Sketches, working drawings, presentation drawings for major projects. Field trip (approximate cost, \$10). An equivalent experience may be arranged.

366 Apparel Design IV: Design Approaches. Fall term. Credit three hours. Prerequisite: DEA 115, 345. M W 9:05-11:00.

The course is intended to give the student an understanding of the interrelationships of two techniques for designing apparel: draping and flat pattern. Advanced flat pattern techniques will be studied. Problems will require the student to make judgments regarding the design process, body structure, and function.

If a dress form padded to the student's measurements is desired, it should be made in a two-week noncredit workshop at the beginning of the semester.

378 (TC 398) Junior Honors Seminar. Spring term. Credit one hour. Limited to juniors in the departmental Honors program. W 4:40. Department faculty.

Readings, reports, and discussion of selected topics.

400 Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students, in advanced work not otherwise provided in the department. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the chairman of the department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

436 (TC 476) Textile Chemistry. Fall term. Credit four hours. Prerequisite: DEA 335, or permission of instructor before preregistration. T Th 9:05-9:55, Laboratory T Th 10:10-12:05.

An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Laboratory work will include the qualitative identification of textile fibers, and a consideration of chemical damage to fabrics, finishes, and dyes.

438 Textiles in Fashion and Function. Fall term. Credit two hours. S/U grades optional. Enrollment limited to seniors majoring in DEA and graduate students. Permission of

Students consider a possible built-in storage system of molded plastic for factory-produced housing.



72 Design and Environmental Analysis

instructor required before preregistration. M 1:25-3:20.

Consideration of the effect of textiles in fashion and their functional role for the near environment. An integrated look at wearing quality studies and a critical review of research literature related to the performance of textile materials.

440 (HD 405) Form Study: Materials. Fall and spring terms. Credit three hours. Prerequisite: DEA 210. T Th 8:00-11:00, T Th 1:25-4:25.

An introduction to working with plastic forms utilizing the possibilities of clay and various processes of forming clay. Minimum cost of materials, \$20.

451 (TC 431) History of Costume. Fall term. Credit three hours. Prerequisite or parallel: a course in history of art. M W 2:30-4:25.

A comparative study of dress of selected cultures from ancient times to the end of the fifteenth century, stressing (1) the relationship of social, economic, and political factors affecting dress, and the mores as expressed through dress, and (2) the contribution of ancient cultures to the apparel arts of the Western world.

Illustrated lectures, readings, term problems, and direct study of the basic forms of dress as exemplified in the Costume Collection.

A two-day trip to New York to study museum collection is arranged when feasible. Students are responsible for field trip expenses.

452 (TC 432) History of Costume. Spring term. Credit three hours. Prerequisite or parallel: a course in history of art. M W 2:30-4:25.

A comparative study of dress of selected cultures from the sixteenth century through the first half of the twentieth century. Emphasis is placed on the development of the apparel arts of Western civilization and the factors which brought about change and development.

Illustrated lectures, readings, and term problems designed to bring students into direct contact with the Costume Collection and other primary sources such as the Regional History Collection.

455 Psychology of the Near Environment. Spring term. Credit three hours. Prerequisite: one year of introductory psychology. M W F 1:25-2:15.

An exploration of the interaction of human beings and the immediate nonsocial environment. This interaction will be considered in terms of basic psychological processes including perception, learning, and motivation. Applications of psychological principles will be made to clothing and the settings in which we live, work, and play.

460 (HD 350, DEA 366) Environmental Design. Spring term. Credit three hours. Permission of instructor before preregistration. Time to be announced.

Provides students of varying disciplines with an introduction to the complexity of our physical and artificial environment and man's place within the world today. The objective of the course is two-fold: to explore the nature of our environment and to relate the physical design process to all the factors affecting our environment.

The course will involve an analysis of both the micro- and macroenvironment, problems in the environment, and thought processes required to solve the problems of developing natural and man-made space. Studies will be developed based upon actual field project conditions.

Reading assignments, graphic area analysis, written reports and schematic design presentations, as well as occasional field trips.

462 (HD 452) Introduction to Product Design. Fall term. Credit three hours. Prerequisites: DEA 262 and DEA 350. DEA 350 may be taken parallel in 1971. M W 8:00-11:00.

Introduces the student to the design of products and their relationship to human use and the environment, especially the home. The role of the product designer, his responsibilities and relationship to the consumer, and the roles of other disciplines which contribute to the design effort will be discussed periodically by designers, home economists, human-factors experts, and others. The student will explore the creation of products through actual studio experience. There will be projects to utilize the range of tools and techniques available to the designer; two- and three-dimensional sketching, scale-model construction, working drawings and presentation techniques. Minimum cost of materials, \$20.

463 Intermediate Product Design. Fall term. Credit three hours. Prerequisite: DEA 462. T Th 8:00-11:00.

The emphasis of this course is on the creation of products with relationship to materials and production methods, especially mass production techniques. The student will be expected to develop a comprehension of how consumer products are created and also to develop actual products that correspond to specific production techniques, such as castings, extrusions, and moldings.

464 Product Development. Spring term. Credit three hours. Prerequisite: DEA 463. Recommended: a course in consumer economics. M W 8:00-11:00.

The intent of this course is to give the student an understanding of the role of design in the sequence of activities that are

necessary in the creation and marketing of a product. The student traces the development of a product from the determination of consumer needs through the manufacturing roles of marketing, product planning and design, to the point of purchase in the market place. The student creates mock-ups and prototypes of consumer products in the laboratory which are documented with information that should demonstrate the design's potential for the user. The course also is intended to fuse the learning experiences of the first two courses in product design.

465 (TC 551, DEA 560) Apparel Design V: Product Development and Presentation. Spring term. Credit three hours. Prerequisites: DEA 210, and either DEA 340 or DEA 366. Also strongly recommended, a course in marketing. T Th 1:25-3:20.

The design problems undertaken will require an advanced level of expertise in the development of products ultimately appropriate for mass production. Ideas will be developed to various stages of completion. Illustrating and displaying the products will be included in the course experiences. Lectures, discussions, field trips. Students are responsible for field trip expenses.

466 (HD 526) Interior Design. Fall term. Credit three hours. Prerequisite: DEA 365. M W 8:00-11:00.

Interior design problems of varying complexities at a more accelerated pace which approximates professional practice.

467 (HD 330) Interior Design: Contract Interiors. Spring term. Credit three hours. Prerequisite: DEA 365. Permission of instructor required for out-of-college students before preregistration. T Th 9:05-12:05.

Involves the space planning and visual aspects of business and commercial interiors such as hotels, motels, public spaces, and specialized areas.

479 (TC 498-499) Undergraduate Research Practicum in Design and Environmental Analysis. Fall and spring terms. Credit two to four hours. Limited to seniors in the departmental major. Registration by permission of instructor before preregistration. Department faculty.

An independent literary, laboratory, or field study.

500 Special Problems for Graduate Students. Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and approved by the chairman of the department and instructor in charge for independent, advanced work. Department faculty.

520 (TC 590) Instrumental Analysis. Fall term. Credit two hours. Prerequisite: organic chemistry. Th 1:25-4:25.

An introduction to the theoretical and practical aspects of instrumentation including spectroscopy, chromatography, electrophoresis, and other selected techniques.

530 (HEM 620) Physical Science in the Home. Fall term. Credit two or three hours. S/U grades optional. Prerequisite: college chemistry. Three credits require attending laboratory. Consult instructor before registering. T Th 10:10-11:00. Laboratory, T or W 2:30-4:25.

Selected principles from mechanics, electricity, heat, sound, and light applied to household equipment. Chemical characteristics of soil, of surfaces to be cleaned, and of supplies used for cleaning and protecting surfaces; the laundry process and supplies. Background information in physical science for professionals working with equipment in teaching, extension or home service.

535 (TC 575) Textile Materials: Characterization and Evaluation. Spring term. Credit three hours. Prerequisite: DEA 235. Recommended: Statistics and DEA 335 or 436. Requires two additional unscheduled hours of independent laboratory work weekly. T Th 1:25-3:20 plus two unscheduled hours.

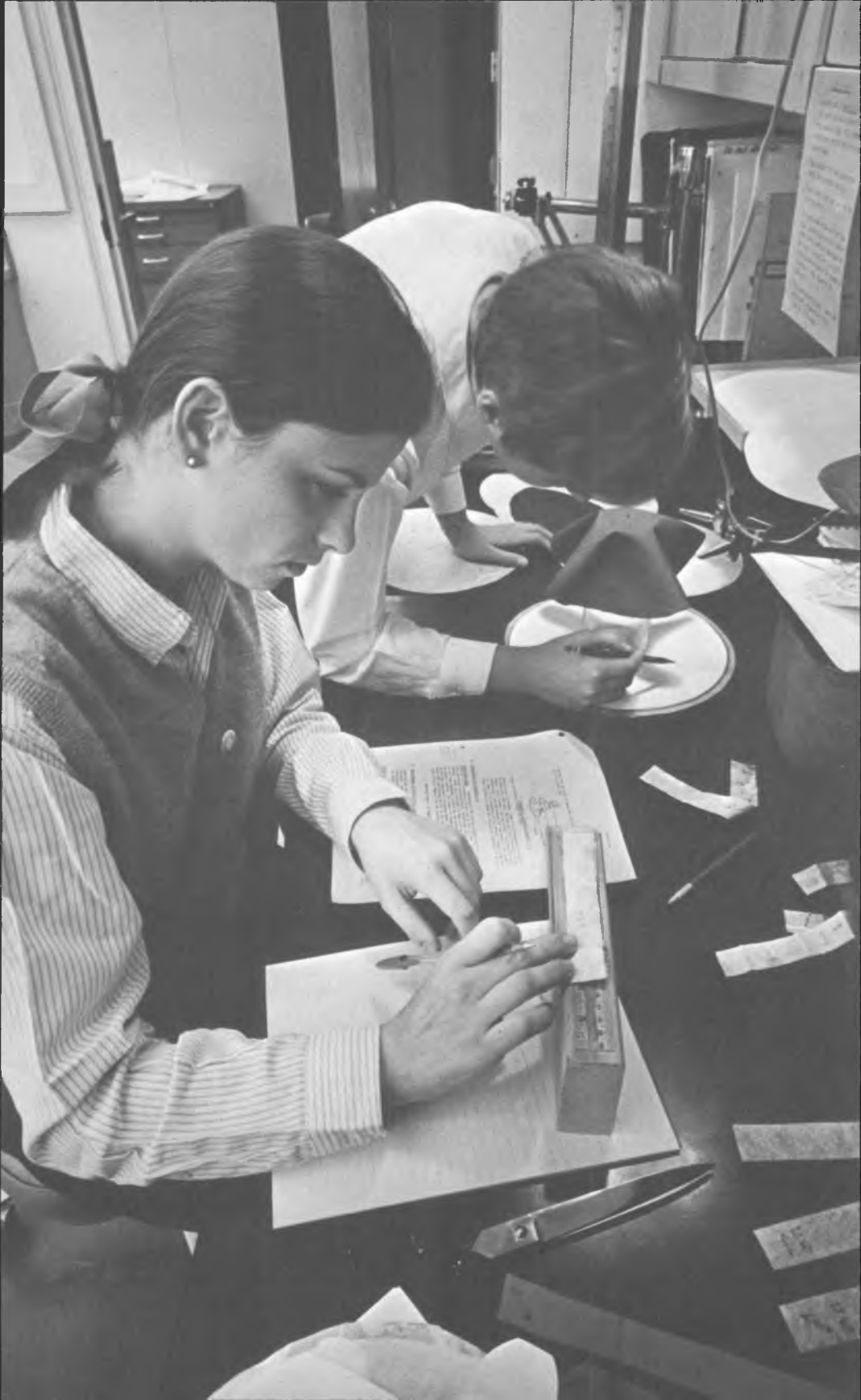
Special consideration given to the inter-relatedness of the various visual, physical, and chemical aspects of problems involving advanced physical testing of fibers and fabrics. Related to end-use, satisfaction, and serviceability of textile materials.

536 (TC 576) Advanced Textile Chemistry. Spring term. Credit four hours. Prerequisites: DEA 235 and DEA 335 or 436. T Th 9:05-9:55. Laboratory, 10:10-12:05.

An examination of the molecular structure, properties, and reactions of the major classes of natural and man-made fibers. Laboratory work will include a study of the molecular structure of a cellulosic, a protein, and a man-made fiber and the quantitative analysis of textile fibers and materials.

538 Textiles in the Near Environment. Spring term. Credit two hours. S/U grades optional. Prerequisites: DEA 335 and Physics 101-102. Consult the instructor before registering. To be arranged.

Consideration of environmental agencies influencing the behavior of textile materials, of important textile structure-property relationships, and of problems of shaping and setting textile articles. Topics will include the effects of moisture and organic solvents, mechanical wear, soiling, heat, radiation, weathering, and aging.



550 (HEM 650) Man-Activity-Environment Relationships. Spring term. Credit three or four hours. Recommended: DEA 350 and DEA 455. Consult instructor before registering. T Th 1:25-2:15.

Man's requirements, capabilities, and limitations are studied with reference to design of man-machine systems, consumer products, interior space, and work. Review of selected literature concerned with ergonomic or human-factors data and the description and measurement of work and other activities.

Students plan an independent project to permit further study or application of basic course material to their special interests. The number of credits is determined by the size of this project.

Appropriate for students specializing in consumer product design, interior space planning, activity area planning, management of the near environment, and those aspects of consumer information programs concerned with choice of products in relation to optimal level of effort and selected characteristics of activities.

555 Social Psychology of the Near Environment. Fall term. Credit three hours. Recommended: a course in social psychology. Consult instructor before registering. T Th 2:30-3:45.

The impact of the near environment on man's behavior as a social animal. The ways man's environment facilitates or hinders the effective functioning individually or in groups will be considered in terms of social psychological theory. Frameworks will be developed for analyzing man's social behavior in varied settings in which he functions. Methodological problems will be considered.

599 Master's Thesis and Research. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. Registration with permission of the instructor. Graduate faculty.

688 (TC 608) Seminar in Design and Environmental Analysis. Fall and spring terms. S/U grades only. M 4:30-5:30.

Consideration of research areas, methods, and interdisciplinary relationships. Presentation of student thesis plans and reports, student-faculty discussions, and outside speakers.

Human Development and Family Studies

Henry N. Ricciuti, Chairman; John Doris, Graduate Field Representative

The major in human development and family studies is undertaken by students inter-

ested in working with children and families and/or in preparing for additional study in this and related fields. Required courses (very few in number) deal with basic concepts in psychology and child development, in sociology and family relationships, and with observation, laboratory, or field experiences with children or families. The remaining courses in the departmental major are elected by students in accordance with their special interests and professional goals, from such areas as cognitive, social, and personality development, early education, the development of atypical children, and family interaction. Specific requirements of the departmental major and information concerning career opportunities are available from the Division of Academic Services.

In the laboratories for the study of human development and family relationships, opportunities are provided to observe and work with children from two months of age through adolescence. In some of the laboratory groups, parents are also in attendance. Arrangements may be made for visiting in the homes of certain of these families. In addition, experience is provided in nearby nursery and elementary schools, play groups in settlement houses, and other organized groups in the community.

The Department of Human Development and Family Studies offers a number of graduate programs leading to both master's and doctoral degrees. The principal areas of specialization within the Department are the following: (1) early childhood education, (2) child development, (3) cognitive development, (4) personality and social development, (5) child and family psychopathology, including a special program in pediatric psychology, and (6) family relationships. Students seeking additional detailed information about the graduate programs in this Department should write to the Graduate Field Representative: Prof. John Doris, Department of Human Development and Family Studies, Cornell University, Ithaca, New York 14850.

The Nursery School-Kindergarten Certification Program offers provisional certification for a limited number of students who enter the program in their sophomore year. Students in this program are expected to meet the general requirements of the College and to complete the departmental major. In addition, they take a series of courses and practice which are specifically designed to meet state requirements and prepare them for careers as nursery school and kindergarten teachers.

The Honors program offered by the department leads to the Bachelor of Science degree with Honors in Human Development and Family Studies. Students may apply for admission to the Honors program in the spring



The Department of Human Development and Family Studies provides opportunities for faculty and students to study children and families in a variety of settings. Here young children are being observed in the Department's nursery.

semester of their sophomore year. The program involves participation in a research practicum and Honors seminar in the junior year, and completion of an Honors research thesis in the senior year. A more detailed description of the program may be obtained from the department or the Division of Academic Services.

Courses in other departments of the University that are related to the work in human development and family studies are in psychology, education, anthropology, sociology, and biology.

111 (CD 211) Observation of Children. Spring term. Credit three hours. Prerequisite: HDFS 115. Th 1:25–3:20, plus one to two hours of observation a week in various settings. Mrs. Hodgden.

Primary purpose is to study the development of children of all ages, but with the focus of observation on the preschool age. In order to acquaint undergraduates with the variety of techniques available for research with children, several of these methods will be studied and demonstrated.

115 (CD 115) The Development of Human Behavior. Fall term. Credit three hours. Graduate students are advised to take this course for a letter grade as HDFS 615. M W F 11:15. Bailey Hall. Mr. Bronfenbrenner.

Provides a systematic analysis of the forces affecting human development from infancy to adulthood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

141 (CD 141) Introduction to Expressive Materials. Fall and spring terms. Credit three hours. Enrollment limited to 16 students. Not to be taken concurrently with HDFS 342 or 343. T Th 2:30–4:25. Mr. Brittain.

Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and in understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

162 The American Family. Spring term. Credit three hours. M W F 11:15.

Intended to provide a general introduction to the study of the family, from a sociological and social-psychological point of view. The course will cover the social processes involved in dating, courtship, and marriage

through the life cycle of the family. Attention will be paid to variations in family organization within American society and to the special problems which confront the family in contemporary America.

212 (CD 212) Nursery School Kindergarten Practicum I. Spring term. Credit three hours. Open only to students accepted for the Nursery School-Kindergarten Certification Program. Hours to be arranged. N-K staff.

Three hours of lecture and discussion plus one morning or afternoon of participation in nursery school or kindergarten and occasional field experiences in the community. The course provides a basic introduction to the observation of and participation with young children in the schoolroom and to the influences of the total environment on the child in the school.

225 (CD 225) Exceptional Children. Fall term. Credit three hours. Enrollment limited to 120 students. Prerequisite: Education 110, HDFS 115 or Psych. 101. An observation course or some experience with normal children is desirable. M W 12:20–1:10; F 12:20–1:10 or 1:25–2:15. Mrs. Baldwin.

In general, two lectures and one discussion group per week will be planned. The development of children with emotional, physical, and educational handicaps, as well as the multihandicapped will be considered in relation to possible causes, symptoms, educational and therapeutic treatments. Special consideration will be given to the adaptation of children with handicaps to their physical and social world, and its adaptation to them.

230 (CD 330) Practicum in Groups of Young Children. Fall and spring terms. Credit four hours. Prerequisite: HDFS 111 or permission of the instructor before preregistration. One free morning and one afternoon a week for practicum for three credit hours, or two free mornings and one afternoon for four credit hours. Lecture: T 1:25–3:30.

Application of the principles of learning and behavior. Practicum experiences in both early and middle childhood.

272 Low Income Children and Socializing Agents and Agencies: A Critical Examination of Selected Literature and Issues. Fall term. Credit three hours. Enrollment limited to 70 students. M 12:20–2:15, plus an additional section meeting to be arranged. Miss Knitzer.

The course will critically explore some of the literature pertaining to low income children as they relate to and are affected by various aspects of the community, including the network of child-related services, the schools, community action organizations, and

78 Human Development and Family Studies

levels of community/parental involvement. New roles and approaches for those who as teachers, psychologists, and change agents will be working in low income communities, and new strategies for system change will be assessed in relation to potential for constructive change.

300 (CD 300) Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed both by the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

302 (CD 302) Family and Community Health. Fall and spring terms. Credit three hours. Limited to 25 students. T Th 9:30-11:00. Mrs. Taletz.

Health concepts focused on a broad perspective from world concern to individual and community responsibility for healthful living and prevention of disease. Attention will be given to maternal health, physical care of infants and preschool children, and first aid in emergencies until medical help is available.

313 (CD 313) Nursery School-Kindergarten Practicum II. Fall term. Credit five hours. Open only to students accepted for the Nursery School-Kindergarten Certification Program. Hours to be arranged. N-K staff.

Lectures, discussion, and demonstrations in nursery school-kindergarten methods, theory of instruction, parent and community involvement, correlated with intensive participation and field experiences.

314 (CD 314) Nursery School-Kindergarten Practicum III. Spring term. Credit four hours. Open only to students accepted for the Nursery School-Kindergarten Certification Program. Hours to be arranged. N-K staff.

Continuation of Practicum II, with less emphasis on participation with large groups of children and more on microteaching situations.

317 (CD 317) Adolescent Development in Modern Society. Fall term. Credit four hours. Prerequisite: course in introductory psychology. Not open to freshmen and sophomores. M 1:25-3, F 1:25-2:15, plus a block of two or three hours available for field work each week. Mrs. Macklin.

General introduction to the adolescent phase of human development with concern

for the biological, cultural, social, and psychological influences on adolescent behavior. Special attention will be given to the problems of youth in modern society. Will provide a background in depth for students interested in further study of or work with the adolescent.

318 (CD 318) Special Problems in Adolescence. Spring term. Credit four hours. S/U grades optional. Number of students limited. Prerequisite: HDFS 317 or permission of the instructor before preregistration. M 1:25-3:15, F 1:25-2:15, plus a four-hour period available each week for field work. Mrs. Macklin.

Will provide opportunity for field experience and advanced study in adolescent psychology and development. The special problem to be considered any specific term will be announced prior to preregistration.

321 (CD 321) The Development of Social Behavior. Spring term. Credit three hours. Prerequisites: HDFS 115, or Psychology 101 or 102. M W F 10:10. Mr. Condry.

Man's adaptation to his social environment serves as a focal point of the course. Issues in the development of social behavior are viewed from the perspective of both theory and research. An attempt is made to apply our understanding of social behavior to practical problems in areas such as education, childrearing, and group behavior. Topics likely to be covered include: bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

323 (CD 323) Cognitive Processes. Fall term. Credit three hours. Prerequisite: HDFS 115 or equivalent. M W F 9:05-9:55. Mr. Sucl.

A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language.

[324 (CD 324) Piaget's Theory of Cognitive Development. Spring term. Credit three hours. S/U grades optional. Prerequisite: HDFS 115 or equivalent. M W F 12:20. Mr. Ginsburg. Not offered 1971-72.

An introduction to Piaget's theories and research concerning cognitive development from infancy to adolescence.]

334 (CD 334) Advanced Participation in Community Groups. Fall and spring terms. Credit two to four hours. Enrollment limited to 20 students. Prerequisite: HDFS 230 or equivalent. Permission of instructor required



80 Human Development and Family Studies

before preregistration. Hours to be arranged; weekly conferences with instructor required. Mrs. Hemsath and Miss Kelsey.

Students wishing advanced experience in working with children may enroll for participation in any one of a number of settings: nursery schools, Head Start centers, grade schools, neighborhood houses, and groups for special children, depending on the availability of placements and the background of the student. In most cases the student should plan to spend one morning or afternoon for each hour of credit.

335 (CD 335) Practicum with Special Children. Spring term. Credit three hours. Number of students limited. Prerequisite: HDFS 115 and 225. Two mornings or afternoons for practicum and one class period per week.

Practicum offers opportunity for field work and/or work on special problems dealing with the exceptional child.

342 (CD 342) The Development of Creative Thinking. Fall term. Credit three hours. Enrollment limited to 30 students. Prerequisite: HDFS 115 or equivalent. Not to be taken concurrently with HDFS 141. T Th 8:30-9:55. Mr. Brittain.

A study of various theories of creativity and a review of the research on creative behavior. Emphasis is placed on the conditions and antecedents of creative thinking.

343 (CD 343) Creative Expression and Child Growth. Spring term. Credit four hours. Enrollment limited to 25 students. Saturday morning should be free of commitments, so as to provide fifteen clock hours of participation with children. Not to be taken concurrently with HDFS 141. T Th 8:30-9:55. Mr. Brittain.

Aimed at an appreciation and understanding of the creative process as seen in art, music, dance, and drama in relation to the development of children.

358 (CD 358) Theories of the Marital Dyad. Spring term. Credit three hours. S/U grades optional. W 2:15-4:30. Mr. Feldman.

Selective theories of the basic disciplines in social psychology, sociology, and psychology will be reviewed and their pertinence to understanding of the marital dyad examined. Students will generate hypotheses about these theories and test one of them either through a library or empirical paper. A notebook-journal will be kept to interrelate the concepts and to suggest practical applications.

HD 360 (CD 360) Personality Development in Childhood. Spring term. Credit three hours. There will be two class groups, limited to 20 students each. Prerequisites: HDFS 115 or

equivalent, plus one other course in HDFS or Psychology. M 12:20-2:15 or T 10:10-12:05. Miss Lee.

This course is structured as an independent discussion course. Students read printed lectures independently and take an open-book exam on the lectures before meeting for discussion in class each week.

Study of relevant theoretical approaches and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child will be examined. Topics to be covered will be attachment, autonomy, identification, moral development, and social behavior.

362 (CD 162 and CD 262) The Family and Society. Fall term. Credit three hours. S/U grades optional. Prerequisites: HDFS 115 and either Sociology 101 or Rural Sociology 100, or equivalents. M W F 11:15. Mr. Devereux.

The sociological study of the family, with particular reference to the relationships between the family and society and between the family and its individual members. Special emphasis is placed upon the role of the family in child development. Extensive use will be made of cross-cultural and comparative materials.

[363 (CD 363) The Study of Family Interaction. Fall term. Credit three hours. Prerequisite: HDFS 162 or Sociology 343 or equivalent. T Th 11:15-12:20. Not offered 1971-72.

Study of the theoretical and research literature on the social psychology of interpersonal relationships, with the aim of understanding the interpersonal relationships of family members. The implications of family structure, role, allocation, and value orientations for the marital relationship and for the personality development of the child will be the major focus. Taped samples of family interaction will be used to illustrate, verify, and stimulate ideas.]

364 (CD 364) Psychopathology. Fall term. Credit three hours. S/U grades optional. Enrollment limited to 25 students. Open to seniors and graduate students. Prerequisite: HDFS 360 or equivalent. T 10:10-12:05. Mr. Dalton.

Primary emphasis will be upon theoretical and empirical findings with respect to the origin and behavioral manifestations of neuroses, schizophrenia, and certain other personality disorders.

365 The Study of Parent-Child Relations. Fall term. Credit three hours. T Th 11:15-12:30. Mrs. Osofsky.

The course will include a theoretical, methodological, and empirical consideration of parent-child relations. Part of the emphasis

will be placed upon the relevance of developmental theory for the study of the area. In addition, a detailed analysis of methodologies used in investigating parent-child relations will be considered.

372 (CD 372 and ID 372) Perspectives on Poverty. Spring term. Credit three hours. S/U grades optional. Prerequisites: HD 272 or permission of the instructor before pre-registration. M 12:20-2:15, plus an additional section meeting to be arranged. Field placement may be arranged for a small number of students, only with permission of the instructor before preregistration, and by registering for HDFS 400 in addition to HDFS 372. Miss Knitzer.

Various analyses and definitions of the problem of poverty will be explored. Emphasis will be on critically assessing options and strategies for change and developing a framework in which to deal with the complexity and ambiguity of the problem as seen from psychological, economic, political, and sociological perspectives.

374 (CD 374) Behavior and Development in Infancy. Spring term. Credit three hours. Prerequisite: HDFS 115 or equivalent. Hours to be arranged. Mr. Ricciuti.

An examination of the nature and determinants of major developmental changes in infant behavior from birth to approximately two years. Special attention will be directed to the role of major environmental influences on perceptual-cognitive and social-emotional development, and to recent attempts to modify the infant's experience in the interest of facilitating optimal psychological development. The course will lean heavily on selective readings, laboratory observations, and television tapes of infant behavior.

376 (CD 376 and ID 376) Research Practicum on the Family in Poverty. Spring term. Credit three hours. S/U grades optional. Prerequisite: HDFS 372. Hours to be arranged. Mr. Feldman.

The interview method will be examined as a research tool with particular relevance to low-income families. Students will take part in an on-going project by attending staff meetings, gathering and analyzing data.

390 The Evolution of Female Personality: History and Prospects. Spring term. Credit three or four hours. S/U grades optional. T Th 1:25-2:15. Additional discussion sections to be arranged. Mrs. Osofsky.

An investigation of the evolution of the personality of the American woman as shaped by biology, mythology, sociology, and psychology. Topics covered will include: a social history of feminism, the image of woman in literature and the media, the cultural effects of socialization on sex differ-

ences, a comparative analysis of family structure, the changing role of woman in rural and urban society, and a consideration of the aims of women's liberation movements today. Students who register for four credit hours will be required to do a term paper.

397 (CD 397) Experimental Child Psychology. Fall term. Credit four hours. Admission by permission of the instructor before pre-registration. M W 10:10-11:40, plus additional hours for laboratory work. Miss Lee.

Students will carry out empirical research projects with class discussion devoted to techniques and problems arising in the projects. The focus will be on experimental studies of children. Intended primarily for students interested in entering graduate programs involving further research training.

398 (CD 398) Junior Honors Seminar. Spring term. Credit three hours. Permission of the departmental Honors committee is required for registration. Enrollment limited to juniors in the Honors program. Hours to be arranged. Miss Lee.

The seminar will be devoted to readings, reports, and discussion of selected major issues in human development and family studies.

400 (CD 400) Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the Department, must be filed with preregistration material. The second copy is left with the instructor. Students obtain form to be used from their counselors.

401 (CD 501) Theories of Child Development. Fall term. Credit three hours. Open to seniors and graduate students; open to juniors by permission of the instructor before pre-registration. W F 2:30-4:30. Mr. Harding.

A survey of four major theories of child development and the development of personality. Includes discussion of the major empirical findings upon which these theoretical positions are based. Social learning theory, psychoanalytic theory, and the view of Jean Piaget will be studied in detail; the theory of Kurt Lewin will be reviewed more briefly.

415 Internship in Preschool Teaching. Fall and spring terms. Credit ten hours. Open only to students accepted for the Nursery



School-Kindergarten Certification Program. Prerequisites: HDFS 212, 313, 314. Teaching experience four-fifths time for one semester.

Seminar in analysis of comparative approaches to education. Clinical internship under the guidance of University faculty and cooperating teachers. Placements at the nursery and kindergarten levels: in public schools, day care centers, experimental programs, and community schools. Students will intern in two teaching situations, working one academic quarter in each. The comparative approaches seminar is held at Cornell, and provides an opportunity for analyses of the diverse programs experienced.

416 Professional Seminar. Fall and spring terms. Credit two hours. Open to only students accepted for the Nursery School-Kindergarten Certification Program. Hours to be arranged. To be scheduled concurrently with HDFS 415.

An examination of the professional responsibilities of an educator. Topics include political problems of schools, communities, unions; administration of nursery and day care centers; training and supervision of staff; parent involvement; educational leadership.

[425 (CD 425) Applied Cognitive Psychology. Fall term. Credit three hours. S/U grades optional. Enrollment limited to 20 seniors and graduate students by permission of instructor before preregistration. W 2-4:30. Mr. Ginsburg. Not offered 1971-72.

The course deals with an examination of the intellectual capabilities of poor children. Some attention will be given to educational procedures.]

[463 (CD 563) Interaction in Emotionally Disturbed Families. Spring term. Credit three hours. Hours to be arranged. Not offered 1971-72.

Review of literature on characteristics of parents of emotionally disturbed children, their socialization techniques, interpersonal relationships, and communication styles. Special emphasis on recent literature on interaction of "schizogenic" families and low-income multiproblem families.]

465 Innovative Programs of Parent Intervention and Community Action. Spring term. Credit three hours. Permission of instructor required before preregistration. T 2:30-4:00. Additional laboratory and field experiences to be individually arranged. Mrs. Bayer.

Consideration of the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives: parent education, parent intervention, social action.

HD 472 Practicum in Community Change and Consultation. Fall and spring terms. Credit four hours. S/U grades optional. Open to a limited number of undergraduate and graduate students interested in future roles as change agents. Permission of instructor required before preregistration. Hours to be arranged. Miss Knitzer.

The course will involve individual or small group consultations in community settings with the instructor. All enrolled students will meet to discuss general issues in consultation, e.g., accountability, process, goals, and techniques. Some readings will be required.

500 (CD 500) Special Problems for Graduate Students. Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and approved by the head of the department and the instructor in charge for independent, advanced work. Department faculty.

504 (CD 504) Research Problems and Methods in the Study of Development. Fall term. Credit three hours. Prerequisite: one course in statistics, which may be taken concurrently. T Th 9:30-11. Mr. Rodgers.

Focuses on conceptualization of development as a process and on the problems of measurement of change. Methods of data gathering and analysis in social and behavioral sciences will be reviewed with respect to their application to the study of development. Problems of experimental design and statistical analysis are discussed with emphasis on measurement of change and inferences concerning developmental processes.

511 (CD 511) Adult-Child Interactions in Naturalistic Situations. Spring term. Credit three hours. Admission only by permission of the instructor. Enrollment limited to 10 students. Hours to be arranged. Mrs. Baldwin.

This course will deal with the study of verbal and nonverbal interactions in naturalistic settings such as homes and schools, particularly as they relate to cognitive development. The course will focus on a few research studies in this area, and each student will be expected to carry out a small research project utilizing one of the observational measures.

514 (CD 514) Clinical Deviations in Intellectual and Sensory Motor Development. Spring term. Credit three hours. Th 1:25-4:25. Mr. Doris.

Designed to acquaint students with the clinical and research literature on mental retardation, cerebral palsy, and sensory defects. Attention will be focused upon research problems in the etiology, diagnosis, and treatment of these disorders.

84 Human Development and Family Studies

515 Introduction to Developmental Psychology from a Theoretical Viewpoint. Spring term. Credit three hours. W 2-4. Mr. Baldwin.

This course for graduate students will review the major problems in the development of a theory of child development with review of the empirical data bearing on particular theoretical issues.

517 (CD 517) Practicum in Early Childhood Education. Fall and spring terms. Credit three hours. Hours to be arranged. Mrs. Hodgden.

Lectures, discussion, and practical experiences on various aspects of early childhood education with focus varying from semester to semester. Possible areas to be covered include educational assessment, curriculum development, parent and community involvement, nursery school administration, and staff training.

520 Issues in Developmental Psychology. Fall term. Credit three hours. Admission by permission of instructor. Hours to be arranged. Miss Lee.

This seminar focuses on selected issues related to developmental psychology. The issues selected vary each year according to current importance in the field and student interests.

522 (CD 522) Seminar on Cognitive Development. Spring term. Credit three hours. S/U grades optional. T 2:30-5.

The seminar will focus on a current topic in cognitive development.

523 (CD 523) Seminar in Cognitive Processes. Fall term. Credit four hours. S/U grades optional. Admission by permission of the instructor. M W F 9:05-9:55, plus one additional hour to be arranged. Students in seminar will attend lectures in HDFS 323. Mr. Suci.

The student will review and critically evaluate some aspect of the literature. He will make his report to the seminar and to the students enrolled in HDFS 323.

524 (CD 524) Seminar in Freud and Erikson. Spring term. Credit three hours. Open to seniors and graduate students by permission of the instructor. W 1:25-4:00. Mr. Harding.

The major work of the seminar will be the study of the development of psychoanalytic concepts and theories from 1885 to 1960 by Sigmund Freud, Anna Freud, and Erik Erikson. In addition each student will prepare and present a paper dealing with the current state of psychoanalytic knowledge on some particular topic.

535 Seminar on Socialization and the Parent-Child Relationship. Fall term. Credit three hours. S/U grades optional. Admission

by permission of instructor. T 1:25-4:00. Mrs. Osofsky.

Will include a consideration of theoretical approaches to socialization and developmental change. Stress will be placed upon empirical studies of environmental influences on development and methodologies for evaluating the parent-child relationship. Implications of the changing patterns of both society and the nuclear family for child development and socialization will be considered.

540 Human Development and Formal Organizations. Spring term. Credit three hours. Prerequisite: two courses in psychology, in sociology, or in ethics; or consent of instructor. W F 10:10-11:40. Mr. Rodgers.

To develop empirical and ethical criteria for evaluating the effects of formal organizations and other rationalized processes as socializing agents. The question will be raised regarding the extent to which rationally planned institutions can provide optimum conditions for individual development. Both normal socialization and "resocialization" of deviant and pathological conditions are included. Topics will include total institutions, intervention programs, behavior control, bureaucracy, professionalization, and contemporary issues of institutional control of human development.

560A (CD 560A) Seminar in Psychopathology. Fall term. Credit three hours. S/U grades optional. Th 10:10-12:35. Mr. Dalton.

Primary emphasis will be upon theory and empirical findings with respect to anxiety and neurotic reactions. Some historical problems in psychopathology will be reviewed.

560B (CD 560B) Seminar in Psychopathology. Spring term. Credit three hours. S/U grades optional. Th 10:10-12:40. Miss McIntyre.

This seminar will deal with theory and research on childhood disorders and their treatment, including the conditioning therapies and adult psychotic reactions.

562 (CD 562) The Family, Society, and the Individual. Spring term. Credit three hours. S/U grades optional. W F 11:15-12:45. Mr. Devereux.

Intended to provide a general introduction for graduate students to the uses of sociological theory and research in the study of the family with particular reference to the relationships between the family and society, and between the family and its individual members. A special emphasis will be placed upon the consequences of these relationships for patterns of child rearing and child development. Extensive utilization will be made of cross-cultural and comparative approaches.

574 (CD 574) Seminar on Infant Behavior and Development. Fall term. Credit three

hours. Admission by permission of instructor. Hours to be arranged. Mr. Ricciuti.

Will deal with selected topics of current importance as research issues in the field of infant behavior and development. While principal emphasis will be on studies of human infancy, relevant ethological and comparative literature will also be considered. The work of the seminar will be oriented primarily towards formulation of empirical research questions and strategies.

580 Seminar on Adolescent Behavior. Spring term. Credit three hours. S/U grades optional. Permission of instructor required. Mr. Roy.

The seminar will explore in depth some of the basic themes used to explain the life experiences of modern youth; themes such as alienation, identity, generation gap, fidelity, and youth culture. We will evaluate the utility of these themes as illuminating ideas, as scientific concepts, and as policy guides for institutions that work with youth. Participants will lead seminar sessions, comment critically on the literature, and prepare an original essay or research paper.

595 A Process Approach to Early Education. Fall term. Credit three hours. Permission of instructor required. Hours to be arranged. Miss Potts.

This seminar deals with hierarchies and interrelationships of processes in preschool children. Focus is on design of learning experiences and strategies to facilitate development of cognitive and social processes. Students' laboratory experiences with children are videotaped and analyzed.

599 (CD 599) Master's Thesis and Research. Fall and spring terms. Credit hours to be arranged. S/U grades only. Registration with permission of thesis advisor. Graduate faculty in the field of Human Development and Family Studies.

609 (CD 609) Seminar on Projective Techniques. Fall term. Credit four hours. S/U grades optional. Admission by permission of the instructor. Hours to be arranged. Miss McIntyre.

Survey of the use of projective techniques in research and individual assessment. Primary emphasis will be on the Thematic Apperception Test and the Rorschach Test. Members of the seminar will design and execute a study using some projective instrument.

611 (CD 611) Evaluation Practicum: Study of the Individual Personality, Deviant and Normal. Spring term. Credit three hours. Admission by permission of the instructors. Prerequisites: HDFS 613, 560A, and 560B or equivalents.

T 2:30-4:25 and additional hours to be arranged. Mr. Doris and Miss McIntyre.

Provides experience in the description and evaluation of the psychological function of individual children, both deviant and normal, in the context of relevant social and familial factors. Involves selection and utilization of a variety of testing, interviewing, and observational techniques for obtaining most relevant data; evaluation and interpretation of such data in order to arrive at a fuller understanding of the child's behavior, and, in the case of deviant children, to identify and appraise the nature of the clinical problem.

613 (CD 613) Individual Intelligence Test Procedures. Fall term. Credit four hours. Admission by permission of the instructor. Th 1:25-4:25. Additional hours for testing and supervision to be arranged. Mr. Doris.

The primary purpose is to prepare a student for participation in HDFS 611, and it is a prerequisite for that practicum. The student is introduced to the literature on intelligence testing dealing with the construction, reliability, and validity of individual test instruments and with the historical development of the concept of intelligence as this relates to techniques and problems of measurement. Problems of test administration and interpretation in the clinical use of test instruments are emphasized, and the student is required to administer both the Stanford-Binet Test and the Wechsler Intelligence Scale for Children to a number of children.

615 (CD 615) The Development of Human Behavior. Fall term. Credit four hours. Graduate students only. M W F 11:15. Bailey Hall. Mr. Bronfenbrenner.

A special section of HDFS 115 for graduate students desiring a systematic introduction to the development of human behavior. In addition to the lectures and readings for 115, opportunities will be provided to do extra reading and there will be section meetings with the professor of the course on Wednesday, 1:25 to 2:25. A final examination is given.

621 (CD 621) Seminar in the Development Study of Social Behavior. Spring term. Credit four hours. Time to be arranged. Mr. Condry.

An in-depth analysis of selected issues in the development of social behavior. Emphasis is placed on experimental research and analysis.

622 (CD 622) The Nature of Subjective Reality. Fall term. Credit three hours. Prerequisites: HDFS 321 or 621 or Psychology 102 or permission of instructor. Hours to be arranged. Mr. Condry.

The seminar will focus on how notions about reality develop in the child and are expressed in the adult. Overview of the literature will focus on the ideas and research of



Piaget and Michotte with respect to physical reality, and the notions of Heider, Lewin, Asch, and Kelley, with respect to social reality. The intent of the course, after reviewing available literature, will be to concentrate on development of research ideas in this area.

623 (CD 623) Seminar in the Development of Language. Spring term. Credit three hours. Enrollment limited to 15. Admission by permission of the instructor. W 10:10-12:05. Mr. Suci.

The theories and facts of language development and verbal behavior in childhood will be reviewed.

660 (CD 660) Personality Development in Childhood. Spring term. Credit three hours. S/U grades optional. Hours to be arranged. Mrs. Ososky.

The course will focus upon theory, methodology, and research findings with emphasis upon their relationship to personality development. In addition, specific issues such as nature versus nurture, laboratory versus naturalistic experimentation, and phenotype versus genotype as behavioral determinants will be considered.

665 (CD 665) Small Groups. Spring term. Credit three hours. Prerequisite: HDFS 562. Hours to be arranged.

A systematic review of the literature on behavior in small groups. The seminar will attempt to formulate criteria for the extension of propositions drawn from the study of ad hoc groups to real groups, particularly the family.

699 (CD 699) Doctor's Thesis and Research. Fall and spring terms. Credit hours to be arranged. S/U grades only. Registration with permission of thesis advisor. Graduate faculty in the field of Human Development and Family Studies.

Human Nutrition and Food

E. Elizabeth Hester, Chairman; Katherine Newman, Graduate Field Representative; Mrs. Helen Giff, Department Honors Representative.

The Department's major areas of concern are (1) human nutrition, with emphasis on the interrelationship of nutrition and health of individuals at various stages of the life cycle and under varying physiological and environmental conditions; (2) food science, encompassing those aspects of selection, treatment in preparation or preservation, and storage conditions that affect the quality, acceptability, and utilization of food for humans; (3)

administrative dietetics, with emphasis on the application of knowledge in nutritional science, food science, and management to group feeding and institutional operations.

The problems of undernutrition and over-nutrition in our society are of more general concern, in government as well as in society at large, than ever before. Persons educated in the subject matter of this Department should be able to make major contributions toward formulating, implementing, and evaluating food and nutrition programs created to improve the health and well-being of individuals from all age groups and socioeconomic levels.

A broad range of professional opportunities is available to students who major in this Department. These opportunities include work in various aspects of food-related concerns of individuals, families, communities, and industry, such as: (1) providing information and help to people who have food or nutrition problems, through Cooperative Extension or other public service agencies; (2) becoming a junior member of a laboratory team to develop or test products, to provide consumer service, or to do research in government agencies, universities, and hospitals; (3) helping to guide the management of food service in various types of group feeding operations; (4) undertaking graduate work in order to qualify for professional positions at a higher level.

Qualifications for dietetic internship programs leading to membership in the American Dietetic Association may be attained by appropriate selection of courses. The major may also be combined with interdepartmental majors in home economics education and in health education.

The Department offers programs leading to the Bachelor's, Master's, and doctoral degrees. Research or teaching assistantships, United States Public Health Traineeships, and fellowships are available to qualified graduate students.

Programs for students who wish to major in the Department. The minimum basic program for the major is designed to assure instruction in nutritional science and food science, in certain appropriate disciplines from the physical and biological sciences that are basic to food and nutrition, and in those social sciences considered basic to the application of such professional knowledge to problems concerned with food for people. Four specific courses in the Department (or their equivalent in other institutions) are required: Human Nutrition and Food 115A, 115B, 246, and 332. In addition a minimum of nine credit hours must be elected from other offerings in the Department of Human Nutrition and Food. Some choice is possible among the basic sciences required. Details

88 Human Nutrition and Food

of the requirements for various options may be obtained from the Department office or from the Division of Academic Services. Students are advised to consult with a member of the Department faculty about options and selection of courses suitable for their particular professional interests. Those with an interest in research, graduate study, administrative dietetics, or field nutrition programs may need more work in the sciences or in Department courses than the minimum listed for a major.

An Honors program is offered by the Department leading to a Bachelor of Science degree with Honors in Human Nutrition and Food. It is designed for students with a high scholastic standing who desire an opportunity for more independent study in completing the major in Human Nutrition and Food. A description of the program can be obtained from the Department office or from the Department Honors Representative. Students who are interested in this program should discuss their plans during the sophomore year with the Department's Honors Representative or the Department chairman. A written application for admission to the program should be submitted to Department Honors Representative before registration for the junior year. Later applications, particularly for transfer students, also will be considered.

Courses recommended for nonmajors. Human Nutrition and Food 115A (or the equivalent) is prerequisite to all other Department courses. Human Nutrition and Food 115B, 202, 222, or 325A are suitable second-level courses in different aspects of this Department's concerns. Graduate students in other fields who desire some basic work in human nutrition are directed to Human Nutrition and Food 515.

115A (FN 115A) Perspectives in Human Nutrition and Food. Fall and spring terms. Credit three hours. S/U grades optional. Concurrent registration in 115B is recommended. Lecture, M W 9:05. Discussion F 9:05 or other times to be arranged. Mrs. Devine.

An introduction to the field of human nutrition and food focused on the mutual relationships between man and his biological and physical environment. Includes study of human nutritional needs; problems encountered in providing food to meet nutritional needs; relationships among man's physiological needs, his social-cultural system, his food, and the significance of these relationships to the attainment of health.

115B (FN 115B) Perspectives in Human Nutrition and Food. Fall and spring terms. Credit three hours. S/U grades optional. Prerequisite or concurrent registration in HNF 115A. Lecture, M 1:25. Laboratories, W F

12:20-2:15, T Th 10:10-12:05 (two sections), or 2:30-4:25. Mrs. Devine.

Criteria for evaluating man's practice of the science of food and nutrition. Laboratory includes an introduction to the physicochemical properties of food and the relationship of these properties to preparation techniques and food quality. Some meal preparation, focused on satisfying man's nutritional needs, and the management of money and time are included.

202 (FN 202) Undergraduate Seminar in Nutrition. Fall term. Credit one hour. S/U grades optional. Prerequisite: HNF 115A. Enrollment limited to 12 students; time may be arranged for additional sections if needed. Th or F 10:10. Mrs. Snook.

Discussion and critical evaluation of literature dealing with topics of current interest in nutrition. Controversial aspects of each topic discussed will be emphasized. May be repeated for credit with permission of the instructor.

222 (FN 322) Maternal and Child Nutrition. Fall and spring terms. Credit three hours. S/U grades optional. Prerequisite: HNF 115A. HNF majors electing this course must do so before taking HNF 332. M W F 1:25. Miss Newman.

Nutritional needs during human growth and reproduction; relationship between nutrition and maternal and child health; meeting the dietary needs of women during the reproductive period, and the needs of infants and children.

246 (FN 246) Introduction to Physicochemical Aspects of Food. Spring term. Credit four hours. S/U grades optional. Enrollment limited to 18 in each section. Prerequisites: HNF 115B and a college course in organic chemistry or biochemistry. Lecture, T Th 8. Laboratory, T Th 10:10-12:25 or 1:25-3:50. Misses Armbruster and Hester.

A study of (a) the colligative properties of solutions; (b) colloidal systems—sols, gels, foams, and emulsions; (c) physical and chemical properties of the major groups of foods, the effect of basic methods of food preparation and preservation on these properties, and their relation to food quality (especially color, flavor, and texture). Laboratory experience in comparative cookery provides an introduction to the experimental study of food and illustrates the functions of ingredients and effect of treatment on food quality.

300 Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One,

signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

325A (FN 325A) Sociocultural Aspects of Food and Nutrition. Fall and spring terms. Credit three hours. S/U grades optional. Prerequisites: HNF 115A and a college course in psychology or sociology. M W F 9:05. Mrs. Giff.

A study of human behavior in relation to food to include: the nature of human well-being with regard to food; the psychological, economic, and cultural influences affecting food consumption patterns of groups and individuals; the problems inherent in change; and some implications of this knowledge in designing effective nutrition education programs. The presentation takes cognizance of areas where there is a research basis for our knowledge as well as those areas where information has been acquired pragmatically.

325B (FN 325B) Sociocultural Aspects of Food and Nutrition. Fall and spring terms. Credit one hour. S/U grades optional. Enrollment limited to 16 in each section. Prerequisite: HNF 115B. Prerequisite or concurrent registration in HNF 325A. Laboratory, T or Th 1:25-3:50. Mrs. Giff.

A study of food consumption patterns of certain cultures, as influenced by the variables of availability and acceptability, is pursued in class discussion, individual projects, and laboratory preparation of typical foods. Some attention will be given to patterns characteristic of the less advantaged groups in these cultures.

332 (FN 332) Principles of Human Nutrition. Spring term. Credit three hours. S/U grades optional. Prerequisites: HNF 115A, Biological Science 101-102 or equivalent, and a college course in biochemistry. T Th 9:05-10:30. Miss Newman.

Principles of human nutrition for the student planning to work professionally in this area. Use of the scientific literature to examine methods of assessing nutritional needs and nutritional status, and to study physiological and environmental factors to be considered in solving human nutrition problems. Emphasis will be on nondisease states and, when possible, nutrition topics of current national interest will be used to illustrate the principles.

345 Laboratory in Human Nutrition and Food. Spring term. Credit two hours. S/U grades optional. Enrollment limited to 18. Prerequisite or concurrent: HNF 332, or permission of instructor before preregistration. W F 8-10:25. Mrs. Snook and Department faculty.

Laboratory work with food, animal experiments, and physical-biochemical measurements designed to illustrate basic nutritional principles and techniques.

378 (IM 220, 241) Quantity Food Cost Control. Fall term. Credit three hours. S/U grades optional. Prerequisite: HNF 246. M W F 10:10.

An analysis of factors contributing to the total cost of food in food service systems and the available management control tools. Emphasis on methods of purchasing, sources, standards of quality, and the care and storage of various categories of food commodities. Field trips. Estimated cost \$5.

388 (IM 327, 425) Organization and Management in Dietetics. Spring term. Credit three hours. S/U grades optional. Prerequisite: HNF 378. M W F 12:20.

The functions and techniques of organization and management in dietary departments. Resource planning including budgets, staff organization, job analysis, and principles of selection and layout of equipment. Field trip. Estimated cost \$5.

390 (FN 390) Honors Seminar. Fall term. Credit one hour. Open only to students admitted to the Human Nutrition and Food Honors program. F 12:20. Misses Hester and Morrison.

392 (FN 392) Honors in Nutrition. Spring term. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Concurrent registration in HNF 332 required. Time to be arranged.

395 (FN 395) Honors in Food and Nutrition. Fall and spring terms. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Concurrent registration in HNF 325A required. Time to be arranged.

400 (FN, IM 400) Special Studies for Undergraduates. Fall and spring terms. Credit and hours to be arranged. (a) For independent study by an individual student in advanced work not otherwise provided in the department; or (b) for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by the instructor directing it and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

441 (FN 441) Nutrition and Disease. Fall term. Credit three hours. S/U grades optional. Prerequisite: HNF 332. M W F 8. Miss Rivers.



Study of the physiological and biochemical anomalies in certain diseases and the principles underlying nutritional therapy. Independent survey of the technical literature in this field. Some laboratory work on nutrient composition of food, physiological response to different diets, and methods to determine dietary patterns of individuals.

445 (FN 445) Community Nutrition and Health. Spring term. Credit three hours. S/U grades optional. Prerequisite: HNF 246 and 332, or permission of instructor before pre-registration. Lecture, T Th 10:10. Laboratory, F 1:25-4:25 or field work to be arranged. Mrs. Clancy-Hepburn.

Study of biological and environmental dimensions of human nutritional problems in contemporary society; and application of basic concepts of food and nutrition to the improvement of man's health, and evaluation of federal, state, and community programs focused on improving man's nutrition. Laboratory work includes (a) developing materials for field studies and evaluation, and (b) projects and field trips in nearby communities. Field experiences will be selected and developed to expose students to food and nutrition problems of man over his entire life span from infancy to old age. Estimated cost \$5.

446A (FN 446) Physiochemical Aspects of Food. Fall term. Credit three hours. S/U grades optional. Prerequisite: HNF 246 and a college course in biochemistry which may be taken concurrently. T Th S 9:05. Misses Hester and Armbruster.

The relation to food quality of (a) rheological properties of food systems, (b) oxidation and reduction reactions, (c) enzymatic and nonenzymatic browning. Physical and chemical factors accounting for the color, flavor, and texture of natural and processed foods.

446B (FN 446) Physiochemical Aspects of Food, Laboratory. Fall term. Credit one hour. S/U grades optional. Enrollment limited to 16. Prerequisite or concurrent: HNF 446A. Laboratory, T 1:25-3:50. Miss Armbruster.

Laboratory experiments designed to illustrate the effect of varying ingredients and treatment on the quality characteristics of food products. Objective testing methods are used to determine food quality characteristics.

446C (FN 447) Physiochemical Aspects of Food, Laboratory. Fall term. Credit one hour. S/U grades optional. Enrollment limited to 16 in each section. Prerequisite or concurrent: HNF 446A. Laboratory, M or Th 1:25-4:25. Miss Armbruster.

Laboratory experiments designed to illustrate (a) the physiochemical behavior of colloidal systems; (b) chemical reactions of some food components; (c) effects of temperature, pH, moisture, inorganic salts, and

enzymes on physiochemical changes in natural foods, food components, and food mixtures.

456 (FN 456) Experimental Food Methods. Spring term. Credit three hours. Enrollment limited to 16. Prerequisite: HNF 446A. A course in statistics and HNF 446C are desirable but not required. Laboratory, M W 1:25-4:25. Miss Armbruster.

Application of the scientific method in the design and performance of experimental food problems and in the interpretation and evaluation of results. Evaluation of the use of instruments, chemical and sensory methods in the measurement of food properties. Independent laboratory problems.

478 (IM 329, 439) Volume Food Production. Fall term. Credit three hours. S/U grades optional. Prerequisites: HNF 332 and 388, and BS 290A. M W F 2:30.

Menu planning and evaluation relative to production capacity cost, and nutritive quality. Food contamination and principles of sanitary handling and holding of ingredients and menu items. Techniques of processing and production scheduling in volume food production.

488 (IM 350) Volume Food Production Practice. Fall and spring terms. Credit two hours. S/U grades optional. Prerequisite or concurrent HNF 478 and permission of instructor before preregistration. Time to be arranged. Practice assignments in food production requiring approximately five hours a week in addition to a conference hour. Students should reserve one five-hour block of time, preferably, 8-1.

Practice experiences will be arranged in one of the food service units on campus, in health care facilities, and other community facilities for students to become familiar with quantity production and food service in an operating situation.

493 (FN 493) Honors in Nutrition. Fall term. Credit one hour. Concurrent registration in HNF 441 required. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.

496 (FN 496) Honors in Food. Fall term. Credit one hour. Concurrent registration in HNF 446A required. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.

499 (FN 499) Senior Honors Problem. Fall and spring terms. Credit two to six hours. Open only to seniors in the Human Nutrition and Food Honors program. Hours to be arranged. Department faculty.

An independent literature, laboratory, or field investigation. The work should be spread over two semesters.



500 (FN or IM 500) Special Problems for Graduate Students. Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. Experience in research laboratories in the Department may be arranged. Department faculty.

501-504 Advanced Nutrition Series. A series of nutrition courses offered jointly by the Department of Human Nutrition and Food, College of Human Ecology; the Departments of Animal and of Poultry Science, College of Agriculture; and the Graduate School of Nutrition. Prerequisites: courses in nutrition, physiology, and biochemistry to include intermediary metabolism, or with permission of instructor.

501 Proteins and Amino Acids. Fall term. Credit two hours. Register in Human Nutrition and Food 501. W F 10:10. Miss Morrison.

502 Lipids and Carbohydrates. Fall term. Credit two hours. Register in Poultry Science 502. T Th 11:15. Mr. Bensadoun.

503 Nutritional Energetics. Spring term. Credit two hours. Register in Animal Science 503. M W 10:10. Mr. Reid.

504 Minerals and Vitamins. Spring term. Credit two hours. Register in Poultry Science 504. T Th 11:15. Mr. Scott.

512 (FN 512) Nutrition and Growth. Fall term. Credit two hours. Prerequisite: FN 332 or permission of instructor. T Th 10:10. Miss Newman.

Aspects of human physical and chemical growth of particular interest to nutritionists. Survey of methodology; comparison of individual growth patterns of selected body dimensions with group patterns; consideration of some of the variables, including diet, which influence growth.

514 (FN 514) Readings in Nutrition. Spring term. Credit three hours. Prerequisite: HNF 332 or permission of instructor. T Th 11:15 and an additional hour to be arranged. Mrs. Snook.

Critical review of literature on selected topics in the field of nutrition. Emphasis on human nutrition. May be repeated for credit with permission of the instructor.

515 (FN 515) Seminar in Perspectives of Human Nutrition and Food. Spring term. Credit three hours. S/U grades optional. M W F 9:05 with an additional discussion period to be arranged. Mrs. Devine.

An introduction to food and nutrition for graduate students who have had limited or no work in this area. The seminar utilizes the

lecture and discussion of HNF 115A as a basis for supplementary readings and critical review of research on selected nutritional problems.

516 Readings in Food. Fall term. Credit two hours. Prerequisite: HNF 446A or permission of instructor. F 10:10-12:05 or time may be arranged.

Critical review of selected topics in the current literature. Emphasis on experimental data and basic scientific principles underlying modern theory and practice relative to food quality. May be repeated for credit with permission of instructor.

524 (FN 524) Research Methods in Human Metabolic Studies. Fall term. Credit three hours. Prerequisites: HNF 332, laboratory experience in biochemistry or quantitative analysis, and permission of instructor. Lecture and laboratory, M W 1:25-4:25. Miss Schwartz and Department faculty.

Principles of human metabolic research; experimental design of human studies; dietary considerations; methods of collecting and analyzing biological material; and evaluation. Laboratory will include planning and management of a metabolic study, collection and the appropriate analyses of blood, urine, and feces.

526A (FN 526) Special Topics in Food. Spring term. Credit one hour. T 1:25 or time may be arranged. Miss Lewis.

For spring 1972 the topic is: A study of polysaccharides of importance in food products including starches, starch derivatives, pectins, and other neutral and acidic carbohydrate polymers. The topics will include the relationships between chemical structure and physical properties, role of starch granule structure, stability of the polysaccharides, nutritive value, solution and gel properties of the polymers, and their role in food products. May be repeated for credit with permission of the instructor.

526B (FN 526) Special Topics in Food. Spring term. Credit one hour. T 1:25 or time may be arranged. Miss Lewis.

For spring 1972 the topic is: Irradiation of food including (1) applications in food processing, (2) beneficial and deleterious effects, and (3) chemical and biochemical changes in food components induced by irradiation. May be repeated for credit with permission of instructor.

568 Special Topics in Dietetics. Fall term. Credit two hours. Registration with permission of instructor. May be repeated for credit with permission of instructor. T 11:15-1:10. Miss Hopkins.

For fall 1971 the topic is: consultation techniques for dietitians.

94 Physical Education

578 (IM 540) Data Processing Applied to Dietary Department Administration. Fall term. Credit two hours. Prerequisite: HNF 478 or permission of instructor. Th 11:15-1:10.

Includes an introduction to the fundamental elements and functions of data processing equipment; basic concepts of programming, development of programs for the procurement and issuing of food commodities, the processing of ingredients, and the scheduling of departmental resources as related to automatic data processing.

588 (IM 527) Advanced Layout and Equipment Selection for Dietary Departments. Spring term. Credit two hours. Prerequisite: HNF 388 or permission of instructor. Th 2:30-4:25.

Current trends in facilities and systems in dietary departments with projections for future development. Field trip. Estimated cost \$5.

599 (FN or IM 599) Master's Thesis and Research. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. Enrollment with permission of the instructor. Misses Armbruster, Hester, Mondy, Morrison, Newman, Rivers, Schwartz, and Young; Mrs. Devine, Mrs. Roe, Mrs. Sanjur, Mrs. Snook, and Mrs. Visnyei; and Mr. Lutwak.

605 (FN 605) Seminar in Human Nutrition and Food. Fall and spring terms. Credit one hour. T 4:30. Misses Hester and Schwartz and Department staff.

608 (IM 510) Seminar in Administrative Dietetics. Spring term. Credit one hour. W 3:35.

699 (FN 699) Doctor's Thesis and Research. Fall and spring terms. Credit and hours to be arranged. S/U grades optional. Enrollment with permission of the instructor. Misses Armbruster, Hester, Mondy, Morrison, Newman, Rivers, Schwartz, and Young; Mrs. Devine, Mrs. Roe, Mrs. Sanjur, and Mrs. Snook; and Mr. Lutwak.

Courses to Meet University Requirements in Physical Education

All undergraduate students must complete four terms of work in physical education.

The requirement in physical education is a requirement of the first four terms, and postponements are to be allowed only by consent of the Committee on Requirements for Graduation, through the representative in the Office of Records and Scheduling.

Exemptions from the requirement may be made by the University Faculty Committee on Requirements for Graduation when it is recommended by the Cornell medical staff or because of unusual conditions of age, residence, or outside responsibilities. Students who have been discharged from the armed forces may be exempted.

For students entering with advanced standing, the number of terms of physical education required is to be reduced by the number of terms which the student has satisfactorily completed, not necessarily including physical education, in a college of recognized standing.

REQUIRED ACTIVITIES: Basic Motor Skills and Elementary Dance. Individual Gymnastics is substituted when recommended by the medical or physical education staff. Each entering student is required to pass a swimming test or take beginning swimming.

OTHER ACTIVITIES: Apparatus, archery, badminton, basketball, bowling, canoeing, equestrian, fencing, field hockey, figure skating, golf, judo, lacrosse, modern dance, riflery, senior life saving, skiing, square and folk dancing, swimming, tennis, volleyball, water safety instruction.

Consult the Department of Physical Education for information concerning elective courses in advanced dance for academic credit.

List of Departments and Courses

Cross Reference List of Departments

FORMER DEPARTMENTS

CDFR	Child Development and Family Relationships
CS	Counseling Service
FN	Food and Nutrition
HEE	Home Economics Education
HEM	Household Economics and Management
HD	Housing and Design
IM	Institution Management
TC	Textiles and Clothing

PRESENT DEPARTMENTS

AS	Academic Services
CSE	Community Service Education
CEPP	Consumer Economics and Public Policy
DEA	Design and Environmental Analysis
HDFS	Human Development and Family Studies
HNF	Human Nutrition and Food

Cross Reference List of Courses

Cross reference list of courses offered by former departments with new departmental designations: new courses; courses dropped.*

COUNSELING SERVICE

<i>Former Courses</i>	<i>New Courses</i>
CS 100	Dropped
CS 300	AS 300
CS 400	AS 400

INTERDEPARTMENTAL COURSES

<i>Former Courses</i>	<i>New Courses</i>
Inter 312 and HEM 312	Inter 312
HEM 313	Inter 413
Inter 220	(Dropped)
Inter 350	Inter 350
Inter 372	HDFS 372
Inter 376	HDFS 376
Inter 541	(Dropped)

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

<i>Former Courses</i>	<i>New Courses</i>
CDFR 115	HDFS 115
	HDFS 116 (new)
CDFR 141	HDFS 141
	HDFS 162 (new)
CDFR 162 and CDFR 262	HDFS 362
CDFR 211	HDFS 111
CDFR 212	HDFS 212
CDFR 225	HDFS 225
CDFR 300	HDFS 300
CDFR 302	HDFS 302

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS (cont.)

<i>Former Courses</i>	<i>New Courses</i>
CDFR 311	(Dropped)
CDFR 313	HDFS 313
CDFR 314	HDFS 314
CDFR 317	HDFS 317
CDFR 318	HDFS 318
CDFR 321	HDFS 321
CDFR 323	HDFS 323
CDFR 324	HDFS 324
CDFR 330	HDFS 230
CDFR 333	(Dropped)
CDFR 334	HDFS 334
CDFR 335	HDFS 335
CDFR 342	HDFS 342
CDFR 343	HDFS 343
CDFR 352	(Dropped)
CDFR 358	HDFS 358
CDFR 360	HDFS 360
CDFR 362	(Dropped)
CDFR 363	HDFS 363
CDFR 364	HDFS 364
	HDFS 365 (new)
CDFR 372 and Inter 372	HDFS 372
CDFR 374	HDFS 374
CDFR 376 and Inter 376	HDFS 376
CDFR 377	(Dropped)
	HDFS 390 (new)
CDFR 397	HDFS 397
CDFR 398	HDFS 398
CDFR 400	HDFS 400

* Based on the 1968-69 *Announcement of the New York State College of Home Economics* and supplements to this issued by the Office of Records and Scheduling. No *Announcement* was published in 1969-70.

96 Departments and Courses

CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS (*cont.*)

<i>Former Courses</i>	<i>New Courses</i>
CDFR 422	(Dropped)
CDFR 423	(Dropped)
CDFR 425	HDFS 425
	HDFS 426 (new)
CDFR 442	(Dropped)
	HDFS 465 (new)
CDFR 500	HDFS 500
CDFR 501	HDFS 401
CDFR 502	(Dropped)
CDFR 504	HDFS 504
CDFR 505	(Dropped)
CDFR 511	HDFS 511
CDFR 514	HDFS 514
	HDFS 515 (new)
CDFR 517	HDFS 517
	HDFS 520 (new)
CDFR 522	HDFS 522
CDFR 523	HDFS 523
CDFR 524	HDFS 524
	HDFS 535 (new)
CDFR 537	(Dropped)
	HDFS 540 (new)
CDFR 552	(Dropped)
CDFR 560A	HDFS 560A
CDFR 560B	HDFS 560B
CDFR 562	HDFS 562
CDFR 563	HDFS 463
CDFR 568	HDFS 568
CDFR 574	HDFS 574
CDFR 599	HDFS 599
CDFR 606	(Dropped)
CDFR 609	HDFS 609
CDFR 611	HDFS 611
CDFR 613	HDFS 613
CDFR 615	HDFS 615
CDFR 621	HDFS 621
CDFR 622	HDFS 622
CDFR 623	HDFS 623
CDFR 660	HDFS 660
CDFR 663	HDFS 663
CDFR 665	HDFS 665
CDFR 699	HDFS 699

FOOD AND NUTRITION

<i>Former Courses</i>	<i>New Courses</i>
FN 112	(Dropped)
FN 115	(Dropped)
FN 115A	HNF 115A
FN 115B	HNF 115B
FN 126	(Dropped)
FN 202	HNF 202
FN 246	HNF 246
FN 300 and IM 300	HNF 300
FN 322	HNF 222
FN 325	(Dropped)
FN 325A	HNF 325A
FN 325B	HNF 325B
FN 332	HNF 332
FN 390	HNF 390
FN 392	HNF 392

FOOD AND NUTRITION (*cont.*)

<i>Former Courses</i>	<i>New Courses</i>
FN 395	HNF 395
FN 400 and IM 400	HNF 400
FN 441	HNF 441
FN 442	(Dropped)
FN 445	HNF 445
FN 446	HNF 446A and HNF 446B
FN 447	HNF 446C
FN 456	HNF 456
FN 493	HNF 493
FN 496	HNF 496
FN 499	HNF 499
FN 500 and IM 500	HNF 500
FN 501	HNF 501
FN 512	HNF 512
FN 514	HNF 514
FN 515	HNF 515
FN 516	HNF 516
FN 524	HNF 524
FN 526A and FN 526B	HNF 526
	HNF 568 (new)
FN 599 and IM 599	HNF 599
FN 602	(Dropped)
FN 605	HNF 605
FN 606	(Dropped)
FN 699	HNF 699

HOUSING AND DESIGN

<i>Former Courses</i>	<i>New Courses</i>
HD 100	DEA 110
	DEA 111 (new)
HD 105	DEA 115
HD 106	DEA 116
HD 147	CEPP 147
HD 148	CEPP 148
	DEA 150 (new)
HD 200	DEA 210
HD 201	DEA 262
HD 219 and HD 220A	DEA 261
HD 220	DEA 260
HD 220A and HD 219	DEA 261
HD 221	DEA 251
HD 222	DEA 252
	DEA 263 (new)
HD 300	DEA 300
HD 312	DEA 342
HD 313	DEA 343
	DEA 345 (new)
HD 321	DEA 361
HD 323	DEA 353
HD 325	DEA 365
	DEA 335 (new)
	DEA 463 (new)
	DEA 464 (new)
	DEA 465 (new)

Departments and Courses 97

HOUSING AND DESIGN (cont.)

<i>Former Courses</i>	<i>New Courses</i>
HD 330	DEA 467
HD 345	CEPP 345
HD 350 and DEA 366	DEA 460
	DEA 350 (new)
HD 348	CEPP 348
HD 349	CEPP 349
	DEA 366 (new)
HD 399	(Dropped)
HD 400	DEA 400 or CEPP 400
HD 401	(Dropped)
HD 402	CEPP 442
HD 405	DEA 440
HD 415	DEA 449
HD 426 and 526	DEA 466
HD 439	DEA 489
HD 452	DEA 462
HD 499	CEPP 499
HD 500	DEA 500 or CEPP 500
HD 526 and 426	DEA 466
HD 540	CEPP 540
HD 541 and Inter 541	(Dropped)
HD 542	CEPP 542
HD 545	CEPP 545
HD 546	CEPP 546
HD 547	(Dropped)
HD 548	CEPP 548
HD 549	CEPP 549
	DEA 555 (new)
HD 599	DEA 599 or CEPP 599
HD 600	CEPP 640
HD 601	(Dropped)
HD 602	CEPP 501
HD 603	CEPP 643
HD 699	DEA 699 or CEPP 699

HOME ECONOMICS EDUCATION

<i>Former Courses</i>	<i>New Courses</i>
HEE 240	CSE 240
HEE 300	CSE 300
HEE 340	CSE 340
HEE 400	CSE 400
HEE 410	CSE 410
HEE 411	CSE 411
	CSE 416 (new)
HEE 440	CSE 440
HEE 441	CSE 441
HEE 442	CSE 442
	CSE 443 (new)
HEE 500	CSE 500
HEE 540	CSE 510
HEE 549	CSE 584
HEE 555	CSE 550
HEE 559	CSE 590
HEE 580	CSE 580
HEE 590	CSE 570
HEE 599	CSE 599

HOME ECONOMICS EDUCATION (cont.)

<i>Former Courses</i>	<i>New Courses</i>
HEE 550	CSE 690
HEE 661	CSE 571
HEE 662	CSE 572
HEE 663	CSE 673
HEE 670	CSE 675
HEE 699	CSE 699

HOUSEHOLD ECONOMICS AND MANAGEMENT

<i>Former Courses</i>	<i>New Courses</i>
HEM 100	CEPP 100
HEM 220	DEA 230
HEM 260	CEPP 230
HEM 280	CEPP 311
HEM 300	CEPP 300
HEM 302	(Dropped)
HEM 310	(Dropped)
HEM 312	INTER 312
HEM 313	INTER 413
HEM 320	DEA 330
HEM 330	CEPP 330
HEM 332	(Dropped)
HEM 340	CEPP 320
HEM 365	CEPP 465
HEM 370	CSE 325
HEM 395	CEPP 355
HEM 400	CEPP 400
	CEPP 472 (new)
	CEPP 480 (new)
HEM 500	CEPP 500
HEM 501	CEPP 501
	CEPP 530 (new)
	CEPP 571 (new)
HEM 597	CEPP 597
HEM 599	CEPP 599
HEM 619	CEPP 519
HEM 620	DEA 530
HEM 632	(Dropped)
HEM 640	CEPP 640
HEM 650	DEA 550
HEM 652	CEPP 511
HEM 689	CSE 579
HEM 698	CEPP 658
HEM 699	CEPP 699

INSTITUTION MANAGEMENT

<i>Former Courses</i>	<i>New Courses</i>
IM 106	(Dropped)
IM 220 and IM 241	HNF 378
IM 300	HNF 300
IM 327	HNF 388
IM 329	HNF 478
IM 350	HNF 488
IM 400	HNF 400
IM 419	(Dropped)
IM 425	HNF 425
IM 439	HNF 478
IM 500	HNF 500
IM 510	HNF 608

98 Departments and Courses

INSTITUTION MANAGEMENT (cont.)

<i>Former Courses</i>	<i>New Courses</i>
IM 519	(Dropped)
IM 520	(Dropped)
IM 525	(Dropped)
IM 527	HNF 588
IM 528	(Dropped)
IM 529	(Dropped)
IM 540	HNF 578
IM 599	HNF 599

TEXTILES AND CLOTHING

<i>Former Courses</i>	<i>New Courses</i>
TC 151	DEA 145
	DEA 150 (new)
TC 152	(Dropped)
TC 170	(Dropped)
TC 175	DEA 135
TC 176	(Dropped)
TC 215	(Dropped)
TC 272	(Dropped)
TC 300	DEA 300
TC 311	(Dropped)
TC 333	CEPP 333
TC 334 and TC 434	(Dropped)
	DEA 335 (new)
	DEA 340
TC 350	
TC 375 and TC 475	DEA 235
TC 398	DEA 378
TC 400	DEA 400
TC 431	DEA 451

TEXTILES AND CLOTHING (cont.)

<i>Former Courses</i>	<i>New Courses</i>
TC 432	DEA 452
TC 433	(Dropped)
TC 434 and TC 334	(Dropped)
	DEA 438 (new)
	(Dropped)
TC 445	
TC 451 and TC 551	DEA 560
	DEA 455 (new)
TC 455 and TC 555	DEA 565
TC 475 and TC 375	
TC 476	DEA 235
TC 477	DEA 436
TC 498	DEA 437
TC 499	DEA 479
TC 500	DEA 479
TC 533	DEA 500
TC 534	(Dropped)
	(Dropped)
	DEA 538 (new)
TC 551 and TC 451	(Dropped)
TC 555 and TC 455	(Dropped)
TC 570	DEA 582
TC 575	DEA 535
TC 576	DEA 536
TC 588	(Dropped)
TC 590	DEA 520
TC 599	DEA 599
TC 608	DEA 688

General Index

- Academic Services, Division of, 27, 52
- Academic Standing, 34
- Academic Honors, 26
- A.D.A. Internship, 31
- Admission Deadlines, 20
- Admission, Requirements and Procedures, 15
- Admission, Secondary-School Preparation, 16
- Advanced Placement and Credit, 17
- Assistantships, Graduate, 48
- Attendance and Absences, 35
- Board, 22
- Calendar, 3
- Career Planning and Placement, Office of, 27
- Checks, Cashing of, 22
- Commencement, 36
- Community Service Education, 52
 - Major in, 52
- Consumer Economics, 57
- Consumer Economics and Public Policy, 57
 - Major in, 57
- Council, College, 6
- Courses, List of Former and Present, 95
- Courses, Numbering of, 51
- Credit, Transfer of, 17
- Dean's List, 26
- Degree, Undergraduate Requirements, 23
- Design and Environmental Analysis, 63
 - Major in, 63
- Dietetics, Postgraduate Training, 31
- Employment, Alumni, 28
- Employment, Summer and Part-time, 28
- Examinations and Exemptions, 35
- Expense Estimates, 22
- Extension Teaching, 28
- Faculty, 7
- Fees and Payments, 21
- Fellowships, 48
- Fines, 33
- Good Standing, 34
- Grades, 34
- Graduate Fellowships and Assistantships, 48
- Graduation Requirements, 23
- Graduate Study, 36
- Grants, 46
- Health Requirements, 21
- Health Services and Medical Care, 40
- Home Bureau Educational Grants, 46
- Human Ecology Alumni Association Scholarships, 43
- Housing, 58
- Human Development and Family Studies, 75
 - Major in, 75
- Human Ecology, Program, 14
- Human Nutrition and Food, 87
 - Major in, 87
- In Absentia* Study, 35
- "Incompletes" in Courses, 34
- Interdepartmental Courses, 51
- International Program, 32
- International Students, Admission, 18
- Journalism, 29
- Late Registration, 33
- Leave of Absence, 35
- Library, 33, 38, 40
- Loans, 47
- Majors and Individual Programs, 25
- Merrill Palmer Institute, 31
- Nursing, Cornell University-New York Hospital School of Nursing, 32
- Omicron Nu, 26
- Orientation, 27
- Petitions, 33
- Physical Education, Postponement or Exemption, 94
- Physical Education Requirements, 25, 94
- Preregistration, 32
- Prizes, 46
- Procedures and Regulations, 32
- Professional Opportunities, 28
- Quotas, 16
- Readmission, Degree Requirements, 23
- Registration, 33
- Room Expenses, Living Arrangements, 22, 39
- Scholarships, 41
- Special Standing, 19
- State University of New York, 13
- Summer Study Credit, 35
- Teaching Certificates, 30
- Teaching, Nursery Schools and Kindergarten, 30
- Teaching, Secondary Schools, 30
- Transfer Students, Admission, 17
- Transfer Students, Graduation Requirements, 17
- Trustees, 6
- Tuition, 22
- Tuition Scholarships for Nonresidents, 46
- Undergraduate Program, 14
 - Student Participation, 14
- Withdrawal, 35

CORNELL UNIVERSITY ANNOUNCEMENTS

The Cornell *Announcements* are designed to give prospective students and others information about the University. The prospective student should have a copy of the *Announcement of General Information*; after consulting that, he may wish to write for one or more of the following *Announcements*:

- New York State College of Agriculture
- College of Architecture, Art, and Planning
- College of Arts and Sciences
- Department of Asian Studies
- Education
- College of Engineering
- New York State College of Human Ecology
- School of Hotel Administration
- New York State School of Industrial and Labor Relations
- Officer Education (ROTC)
- Summer Session

Undergraduate preparation in a recognized college or university is required for admission to certain Cornell divisions, for which the following *Announcements* are available:

- Graduate School: Biological Sciences
- Graduate School: Humanities
- Graduate School: Physical Sciences
- Graduate School: Social Sciences
- Law School
- Veterinary College
- Graduate School of Business and Public Administration
- Graduate School of Nutrition
- Medical College (New York City)
- Cornell University—New York Hospital School of Nursing (New York City)
- Graduate School of Medical Sciences (New York City)

Requests for the publications listed above may be addressed to
CORNELL UNIVERSITY ANNOUNCEMENTS
Edmund Ezra Day Hall, Ithaca, New York 14850
(The writer should include his zip code.)